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# Editor's Page

## A NEW LOOK

With this issue of *Social Education*, we come to the end of our publication program for the current school year. It does not follow, however, that the editorial office will be closed while those responsible for producing the journal leave on extended vacations. Between now and the first of October, there is a lot of work to be done.

For one thing, we plan to make the publication program for the school year 1954-1955 the best ever. The journal itself will have a new look. We plan to start with the cover. Then, skipping to the other end of the magazine, we propose to revise the book review department, placing it in charge of a book review editor who will undertake to make it an increasingly useful department for classroom teachers. As for the body of the journal, we have in mind a number of new features.

All of which sounds as though the details are finally settled. Nothing could be further from the truth. If any of our readers have criticisms, comments, or suggestions for new features, we hope they will feel free to send them to us, and the sooner the better. This is your journal. Our job is to give you what you want. Please let us hear from you.

## CORRECTION

The following letter was sent to us by The International News Company of 131 Varick Street, New York 13, New York.

"We understand," the letter begins, "that in one of your recent issues you made a reference to *The Listener*, published by the British Broadcasting Corporation, and you mentioned the yearly subscription rate of \$3.00. Please note that the yearly subscription rate for *The Listener* is \$5.00 since January 1, 1954."

We still think *The Listener* is a good investment.

At this point, we may as well admit that mathematics has never been our strong forte. In the same editorial on the subject of *The Listener* we wrote: "The copy on the desk in front of us is dated December 3 and, as a reminder that the publication is no Johnny-Come-Lately venture, bears the number 1292, which, if our arithmetic is correct, places the initial publication date back

in the year 1932." Well, our arithmetic was *not* correct. The first issue of *The Listener* was published on January 16, 1929. We hope that the admission that our face is red will not expose us to a Congressional investigation.

## SUMMER READING

We wish there were space to review two recently published books, both welcome additions to our library. The first is Gilbert Highet's *Man's Unconquerable Mind* (New York: Columbia University Press, 1954. \$2.75). The second is Norman Thomas's *The Test of Freedom* (New York: W. W. Norton, 1954. \$3.00). These are informative, thought-provoking, and, above all, inspirational. Social studies teachers who have not yet read them should place these volumes on their list for summer reading.

Gilbert Highet, Scotch-born and educated at Glasgow and Oxford Universities, is now Anthon Professor of the Latin Language and Literature at Columbia University. He writes with grace and felicity on the greatest of earthly subjects—the history, limits, and promise of the human mind. "History as the record of struggles for power is exciting but unrewarding," he says in an unforgettable chapter on the theme of "Homo Sapiens." "Dinosaurs tore at one another for ages; some survived; some died: it is all meaningless. Tribes of human beings have been hunting and rending and enslaving one another for many centuries. This one had the longer claws, that had the stouter muscles, another hid in ambush. It is factual, but is it important? Does it even explain the spread of mankind over the face of the planet, or is it merely a side activity? No: surely our real, our essential history is the story of our learning and thinking.

"It was by learning that we ceased to be animals and made ourselves into men. That was the first stage. It was then, far back in the warm jungles, that somehow, cell by cell and reflex by reflex, the wonderful human brain was formed, and with it our two other human powers—the devices by which, even if the world fell into ruins, we could still rebuild it—our fantastically intricate speech, and our ingenious adaptable hands."

(Concluded on page 218)

# Local History

Philip D. Jordan

**I**N A certain very real sense, there is no such thing as local history. It is as non-existent as Barnum's fabulous animal, the *Exeunt*, or as mythical as the fearsome *Agropeltor* of the lumber woods. This generalization, of course, demands explanation and amplification lest it convey a wrong impression and lead to conclusions that will offend not only historians laboring within a restricted geographical and political area, but also societies devoted to investigating the roots of state, county, township, and village. When it is said that, in one sense, there is no such study as local history, I mean that which must be obvious to every historian whether he believes he has worked on the local level or not. I mean that the story of any locality, large or small, cannot be divorced or dissected away from its neighbors or from outside factors that have influenced it and are still moulding it. The local always is a part of something larger. To ignore this more complete frame of reference is to do violence to the local. The part cannot be understood without a knowledge of the whole.

## FROM THE LOCAL TO THE GENERAL

All this seems to imply that local history may not be local at all, but may be only a focusing of attention upon a certain aspect or upon various facets of a much more extended historical situation. Narrow history as contrasted with broader history—if such terms may be properly used—

This is a slightly abbreviated version of a paper that the author read last December at a joint meeting of the American Historical Association and the National Council for the Social Studies in Chicago. Dr. Jordan is professor of history at the University of Minnesota. He is a member of the executive committee of the Mississippi Valley Historical Association, director of the American Folk Arts Foundation, Inc., and consultant to various historical and folklore groups of the nation. He has been editor of the teachers' section of the *Mississippi Valley Historical Review*. He is the author of *William Salter: Pioneer Torchbearer; Songs of Yesterday; Ohio Comes of Age, 1873-1900; Singin' Yankees; The National Road; With Various Voices; Uncle Sam of America; and The People's Health*.

simply means where major attention is directed. In local history, the lens of research is directed so to bring a detail into the foreground, while subordinating other details to a background position. The national or broader history gives attention to the whole wide sweep of panoramic proportions.

Yet, even when a researcher is determined to deal exclusively with a local subject, he frequently—if not always—finds himself drawn irresistibly far afield. Suppose, for example, there is need for a history of the Grand Portage, near the Pigeon River which runs between the United States and Canada. The fur factory at Grand Portage occupied a small, almost tiny, geographic area; the buildings were few; the fronting on Lake Superior slight. Forests and hills isolated the post. One could scarcely conceive of a smaller community. No history of this pocket culture could be written exclusively in terms of the local. The conscientious historian—or even the casual laborer—will soon learn that the tale of the Grand Portage cannot be told exclusively from the local angle. Indeed, it is doubtful if it can be related at all if the focus is only on that segment of lake and shore and woods and hills in the wilderness. The researcher finds himself drawn irresistibly to an examination of the origins and functions of fur companies, to international and national politics, to the place of pelts on the world market, to trade routes and intrepid explorers, to systems of credit. Names of far-flung Indian tribes will creep into the narrative. There will be mention of the rollicking ballads of the *voyageur* and discussion of boisterous celebrations of the pork-eaters.

In other words, although the scholar has determined upon what is presumably a local and restricted subject for examination, he has been drawn of necessity into historical and economic and social backgrounds and has been obligated to travel not only forest paths and canoe waterways, but also the pavements of Quebec and the fashionable walks of London. He has found himself in a broader area of research. Yet he must not succumb to writing a history of the fur companies, for that would force him to play down his major interest—the Grand Portage. He must, therefore,

use the broader knowledge to illuminate and put in its proper setting and perspective the Grand Portage in exactly the same manner as Audubon, for example, painted the prairie wolf in its natural environment and depicted the cinnamon bear against a proper backdrop.

The study of history may begin at home, but it cannot remain in residence for long. Grade school pupils may indeed devote themselves to a unit on public health in their community, but they cannot expect to know much concerning public health programs if they confine themselves to a study of the duties of the local health officer or the local health department. Local officers and departments are geared into state policies, and state health organizations are meshed with the United States Public Health Service. The United States Public Health Service developed from a federal act passed in 1798 which established the Marine Hospital Service. It is interesting to grade and high school children to learn that Paul Revere, in addition to being cartoonist, silversmith, and night rider, was also a local health officer. This unit on public health, if properly handled, takes the pupil both backward and forward in time, carries him away from his own community, and puts the topic of public health in its proper historical setting while all the time keeping the major focus on the community in which the pupil lives and experiences public health activities. In a sense, it has led to broader historical study.

I am well aware, of course, that the "local" historian is sometimes looked down upon by colleagues who concern themselves exclusively with the broader, more general problems of research. The local historian may be considered a dabbler, a rag-picker who works the alleys, a fuss-budget of an antiquarian, even a genealogist. Local historians publish in state journals, while historians come to print in national periodicals. Local history is little stuff; national history is big time. This may be true, although I think it false. It is the imperative obligation of the historian to keep the record, whether the account be small or great, whether it concern the man with the plow or the concern that manufactured the plow, whether it be an alderman or a congressman, whether it be the local militia company or the army division that absorbs that company. Local history is not inferior merely because it throws its light upon a relatively restricted topic for investigation—if it is inferior, it is because the topic was not worthy of research, or because research was shoddy, or both. And these are precisely the reasons why

history in general is inferior. Even a grand theme can fail if it is bungled, and an unworthy subject may yet remain valueless even if research is professional in every aspect.

LOCAL history may be likened to the books kept by one department in an industry in which there are many departments. An audit of the accounts of one department certainly reveals the activities of a single phase of the business—whether there has been profit or loss, whether a particular item is selling or not selling. The local historian, in a sense, is an auditor of one aspect of the business of history. He examines, totals, interprets, and submits his findings. The time comes, however, when a larger study is needed, when a major policy of the business needs examination, when perhaps the entire business structure comes under analysis. Then the general analyst is called in. What materials does he use? Well, he most certainly relies in part upon the reports of the individual departments that have already been prepared and are available. In short, the analyst charged with the more extensive survey relies upon the labors of others who worked in more restricted fields.

When, for example, Joseph Kinsey Howard wrote his distinguished *Strange Empire*, a study of the half-breed rebellions in the Northwest, he was obliged to rely not only upon primary sources but also upon the contributions of local historians who published in other than the great historical journals. Howard found aid in *Minnesota History*, in the publications of the North Dakota Historical Society, in the *Country Guide*, in *The Beaver*. J. Frank Dobie benefited from articles in the *Quarterly* of the Texas State Historical Association, in the *Kansas Historical Quarterly*, in the *Southwestern Historical Quarterly*, and others when he was putting together his story of the mustang. And Walter P. Webb utilized unpublished theses whose subjects were restricted and localized for his stimulating *The Great Frontier*. I cite these examples only to emphasize what you already know: that the stuff from which much broad history is made is local history. I shudder to think what would happen to historical writing in general if local history were deleted.

There is still another aspect of this subject that must be discussed. And that is that most frequently the working out of a local topic on the local level leads straight into the same topic with wider horizons. Many years ago, I became interested in the health of the pioneer—in his herbal

systems of medicine, his handling of the clyster, his emphasis upon phlebotomy, his diseases such as the milk-sick that snuffed the life of Nancy Hanks Lincoln and threw panic into settlers of Ohio, Illinois, and Indiana. The result of this interest was a series of articles published in state historical journals. But there was another outcome. It soon became apparent that prevention of disease was as important—perhaps more so—than treatment. Thus it was necessary for me to broaden my interest to include public health. And, through the seasons, this public health aspect developed into a book-length study of public health in one state under the title of *The People's Health: A History of Public Health in Minnesota to 1948*. Perhaps this volume is but a stepping stone to a history of the public health movement in the United States. Any director of graduate work can cite hundreds of similar examples, where the student explored a small phase of a topic for a master's degree and then expanded into a broader area of investigation. The local leads to the national, and, as indicated earlier, the national frequently leads back to the local.

I have implied previously that a student can learn as much methodology when dealing with a purely local topic as when he is at grips with a broader field of research. He can learn to write well also, although I must confess that grace of expression is not always present on either local or more extended levels. There is yet another lesson to be mastered in addition to method and writing. I know of no place where the researcher is more subject to pressures and prejudices than in local history. The neighborhood is full of neighbors who not only have skeletons in their own closets, but also harbor complete information concerning skeletons in closets across the street. Relatives want history to interpret ancestors when they were saints and not sinners. Organizations and public agencies want to put their best foot forward on the page of history, whether or not violence is done to established fact. A great business frequently insists that its narrative be full of praise and without mention of obvious blemishes. Indeed, I have known educational institutions to demand that their histories be examined in manuscript by vice-presidents, deans, department chairmen, and a legal staff. A bank may hire an historian to do its history, and then emasculate an honest manuscript in the interests of public relations.

The local historian frequently cuts his teeth on such obstacles. He learns when to be diplo-

matic, when to compromise, when to stand four-square on his integrity as a scholar. Local and state historical societies are at times also subject to pressure. It may be that representatives of a single industry seek control not alone by making handsome contributions, but also by manipulations that result in packing the board. Once a society falls under the sway of any one group, much of its usefulness is at an end. This is axiomatic. There can be no deviation from it. Local history does not exist to cater in any way to any special group, any special prejudice, any special interest. Its life and essence depend upon scholarly objectivity, a disinterest that is catholic in its scope and unbiased in every particular. When money can buy history, Clio has become a wanton. The heritage of America is much too precious to demand a price from the money-changers.

#### VALUES IN ITS OWN RIGHT

Local history, whether restricted or broad, does not live primarily as a tool to pry open other areas of study. The proper function of local history in the schools is not to supplement English or a social study, but to impart the historical heritage. I believe firmly that it is a good in itself and that it is big enough and broad enough and valuable enough to be studied for itself. The other day I noticed in our local newspaper a report of a speech delivered by a superintendent of schools during observance of American Education Week. The press reported the superintendent as saying that the school must lead the way in the instruction of America's heritage to the nation's young people. This is a noble sentiment, but I sometimes wonder whether schools are actually accomplishing this objective. It is most certainly true that some pupils have not been exposed to the historical heritage for its own sake. They have been told repeatedly by their teachers that the important thing is to know where to look up an historical fact. This seems to imply that history is only a series of facts and not, as I like to think, a continuing process that explains and interprets the tribulations and triumphs of a people attempting to work out an experiment in republican government. I do not wish to charge at this time that there is indeed an anti-intellectual trend seeping through the schools and sapping their vitality, but I must in candor say that learning for learning's sake is not emphasized.

Perhaps the goal of education is indeed the development of the whole personality and the

adjustment of the child so as to get along easily and gracefully with the group. But let me declare this personal statement: I am more interested, I think, in the development of an individual with individualistic traits, with powers of hard-headed reasoning, with abilities to read intelligently and to write clear thoughts in a clearly understood style. I appreciate not so much the conformist as the non-conformist.

This digression is really not a detour from the topic under discussion. In my opinion interest in history and in reading history is on the decline in this nation both in the schools and among adults. The historian is writing for a constantly diminishing audience. He is not alone among authors seeking a public for his wares. Books in the United States are not read avidly by a large part of the population. Perhaps you noticed results of a Gallup poll announced on November 16 in the nation's press. The report began in this fashion: "Despite our boast of the highest level of formal education in the world, the United States has the lowest proportion of book readers of any major English-speaking democracy." A cross-section of Americans were asked this question: "Do you happen to be reading any books or novels at the present?" Only 17 percent answered yes. The same question was put in 1949 with 21 percent answering yes, in 1950 with the same number replying in the affirmative, and in 1952 with 18 percent answering yes. In England, 55 percent of those questioned were reading a book; in Australia, 34 percent; and in Canada 31 percent.

If these results can be depended upon, they reveal a serious situation. They do not, however, indicate how much history is being read. A few months ago, it will be remembered, the Indiana History Bulletin shed some light upon this question, when it published a footnote to a survey made by Professor W. Stull Holt of the University of Washington. Professor Holt had conducted a poll among historians to determine what in their opinion were the best historical volumes published since 1920. This list of titles was published in the *Mississippi Valley Historical Review*. Later Doctor Holt wrote to publishers for sales figures on these historical "bests." Of the eighteen titles—twelve of history and six biographies—only six sold more than ten thousand copies. Three sold from five thousand to nine thousand copies, five sold three thousand to four thousand copies, and four sold from nine hundred to fifteen hundred copies. Commenting upon these figures, the *Antiquarian Bookman* for August 22,

1953, called them sobering and even staggering, and said the implications were disheartening.

Apparently history, whether on the local level or on a wider canvas, does not mean wide distribution either from the point of view of sales or of readers. Historians, it appears, are producing for a more and more restricted audience. This means, of course, that, for some reason or other, the people are not availing themselves of a knowledge of their own backgrounds and historic processes. It is true that state historical journals publish much sound local history, but even here the distribution is slight in proportion to the population of the states. There are relatively few state historical societies with memberships above five thousand. Some historical societies publish books. It is the exception rather than the rule, however, for these books to be sent to society members as a part of their membership. Many societies offer their titles to members at the full retail price or make a discount. The volume of sales is not spectacular. The State Historical Society of Iowa is one of the outstanding exceptions. Members of this organization receive volumes published by the Society as part of their membership.

If historians themselves are not being read, other writers, especially those who write for juveniles, are. A perfect rash of history for children has broken out over the land. Much of this, it is true, takes the form of historical biography, and some of it is inferior biography, but nevertheless publishers are rushing more and more of it into print.

#### BY WAY OF RECOMMENDATION

It is not enough for the local historian, however he is defined, to restrict his interest to research, although investigation is the very keystone of history. The time has come when it is imperative to consider the problem of placing the results of research in as many hands as possible. No one will deny that research is a goal in itself and an admirable one. But research that is not used by others or utilized by only a few is, from one point of view, love's labor lost. Frequently the historian becomes bitter because, after years of honest and hard effort, he produces a worthwhile manuscript—a manuscript that really does make a contribution—only to find that no publisher wants it, or if it is put into type no one wants to read it. Generally speaking, publishers prefer broad topics rather than limited ones for the simple reason that a wider field of investigation is thought to appeal to

more readers. They argue, for example, that a history of the National Road in West Virginia will not sell as well as an account of the entire highway. Graduate students, in some instances, are beginning to sense this. Why, they ask, write a thesis that is so limited in its scope that it is predestined to be stillborn as far as publication is concerned? Why can't we have a broader subject, one that has a chance of appearing in print?

Their immediate answer, of course, has been given a few minutes ago. Research is important for its own value, regardless of whether it ever appears as an article or book. But if the project is of worth, it is certainly much better for it to be made available to others. If this is bromidic, make the most of it, but do not assume that such a reaction solves the situation. The whole subject of putting local history into print—of making it available—of working out means of adequate distribution—has not been faced up to. One of the results is that writers other than historians are using the labors of historians and are achieving a wider distribution. I hasten to say that I can see no general objection to this, for certainly the historian's labors should be available to all. But I do have a specific criticism: some, if not many, authors who lean upon the research of historians do not know how to use the materials they borrow well. They destroy, they alter, they change meanings and interpretations. They give only lip service to their sources, so that in the end the history they produce is not genuine and thus, once again, the historian's labor has been done for nothing. Some of the juvenile books today would not stand up as history, yet children are gaining more "history" from this type of literature than they are from history itself.

There are two problems in this connection. First, more emphasis should be placed on training in the writing of history gracefully and without sacrificing fact and content. Good history can be readable and can be an experience in enjoyment as well as in learning. It is not enough to train the young scholar in methodology and neglect to school him in decent sentence structure. Some of the worst prose I have ever seen has come from the pen of historians. The young historian should be encouraged to write well enough so that he is assured of an audience provided he has something to say. Is there any real reason why the local historian should not be able to write for children? Is there any reason why history for children should be reserved for the "professional" writer? No code demands that

sticky prose must come from historians.

The second problem might be solved by action of historical societies themselves. Certainly a national association dedicated to local and regional history could contribute greatly. These associations could interest themselves more not only in developing better writing in their own periodicals and books, but also developing better understanding with national publishers and editors. The nation's publishers always are looking for manuscripts, always are dreaming up ideas for books, always beating their heads for fresh approaches. If a local historical society, for example, could sit down and work out a publication program with a major publisher, both would benefit. If the society could come up with both a sound idea and an author who could put that idea into a readable book, I venture to say publishing houses would be interested. Indeed, it is not unusual for publishers to work out ideas for books and series that might have been conceived by historians. It would be interesting if, at some future program of the association of state and local history, a panel could be arranged with publishers and historians represented. Even more worthwhile would be closer relationships between the state societies and national editors.

Local history, as I indicated before, is local only because of the viewpoint involved. Such history may, indeed, be broad in itself and lead into even broader areas of investigation and editing. The State Historical Society of Wisconsin has never as far as I know conceived of its program as narrowly local. This is why it is one of the most distinguished institutions of its kind today. The boundaries of local history are drawn, not by content or geographical considerations, but are determined boldly by the vision of men working in the field. The broader their horizons, the greater the concept. The school child's idea of history may be as narrow as the diameter of the pioneer frying pan, but the historian can hardly afford to limit his imagination even though he is led by it far, far afield into unexplored areas, new relationship, novel interpretations. Human experience is not, and never can be, exclusively local. It is good to reach and stretch, and it is equally desirable to reach as large an audience as possible, whether these readers be the boys and girls of America or adults who still, it seems to me, hold firm to the belief that this nation has contributed a unique pattern of living, has produced a strong people, has in its multicolored heritage both lessons and adventures.

# A Class History Paper

Morris Slavin

IT IS a truism, long accepted by educators, that youth is creative. The adolescent may be gawky, undisciplined, irresponsible; he may border on the delinquent; he may cause parents to throw up their hands in dismay and create his teacher into the neurotic personality of our time. All this he can be accused of, and so much more, yet one outstanding characteristic remains with him—his creativity and originality. He longs to try the untried, to rush in where angels fear to tread. Too often he makes a fetish of the new because it is new, and rejects with scorn Pope's dictum not to be the first by whom the new is tried.

One means of utilizing this creative urge is the class history paper. It is not difficult to motivate a class to publish such a journal where this type of project has already been successful. But where it is being tried for the first time, teachers can obtain history "newspapers" sold by various publishers as teaching aids. Students can see at a glance that this type of activity can be stimulating and dramatic.

## ORGANIZING THE PROJECT

Having aroused a desire on the part of the students to publish such a paper, the instructor should proceed to organize the class. It will be necessary to elect an editorial committee which will act as a general planning board to propose articles, supervise the research and contributions of their fellow students, edit the material submitted, raise funds, and in general, lead and manage the class endeavor. With rare exceptions, it will be found that the individuals selected are the most capable in the group. With the election of the editorial committee it becomes necessary to select a topic suitable for a class paper. One method which seems to work fairly well is to assign the chapters of the text for a quick examination by students individually or in small committees. After reading the material, the commit-

In the following article the author describes a project which he carried on with his own students. Mr. Slavin teaches social studies in Woodrow Wilson High School at Youngstown, Ohio.

tees report to the class the main topics discussed in the chapter, stressing whatever possibilities they contain in terms of drama and general interest. In this way some twenty-five to fifty topics can be considered. The teacher must now help the class sift the material by reviewing briefly each subject suggested by the committees.

But it is essential that a number of concepts be considered before allowing the class to make its choice. It is obvious that some topics, by their very nature, will be too complex for high school students. The author of the text may stress the tariff question and may be able to analyze it clearly enough for the slowest of the group. But to write on the tariff controversy is quite a different matter. Another problem is the availability of material. Most high school libraries are extremely limited in historical literature. If the class should decide to write on a relatively minor movement, although it may be dramatic in itself, it will be impossible to satisfy the research requirements of the class. How many school libraries, for example, will contain enough material on Bacon's Rebellion of 1676, resistance to the Fugitive Slave Act, or the Populist Revolt?

The public library can be of great aid to teachers undertaking such projects. If there be fictional material available it is possible to combine the home reading requirements for English with the research needs of history. This is especially true where a core program exists. Last year, for example, I found that by making such a combination possible, the general understanding of the period (the class wrote on the Civil War), was markedly enhanced.

The instructor must emphasize and reemphasize the importance of immersing oneself in the period of topic chosen. It might be well to meet with the editorial committee to consider possible events, personalities, and concepts that should be dealt with. Following this explanation, the students should be given their choice. It will not be too difficult to provide interesting stories for each member of the class. If too many, for example, wish to write on the clash between the *Monitor* and the *Merrimac*, it will be necessary to point out that a few other things occurred during the Civil War.

## WRITING THE PAPER

After spending some four to six weeks on research, the class must now consider how to present its information in an original and creative form. Here it might be well to determine the negative aspects of the paper, first. Obviously a rehash of the readings has little, if any value. Articles, in a form presented for history reports, are also of small benefit. If the paper is to be creative and original something else is required. One popular method is the journalistic report. The student imagines he is on the scene writing for his audience as if they, too, were living at the moment described. Lincoln's death, for example, reported as if the writer were present at the assassination, is quite different from a summary of the event gained from secondary sources. The writer relives the anguish of the moment and expresses his own reaction to the tragedy.

But reporting is a limited technique. The journal should be more than a newspaper. What is desirable is to recreate the experiences in an original manner. To do so, several devices are possible. An interview with an important figure may give the article that personal touch which humanizes the remote, historic personality. To write on the humility and courage of Lincoln is not necessarily to animate the great Civil War Presidency, no matter how reverently the writer may approach his subject. But to speak with the president and to portray Abe Lincoln sensitively and with comprehension is to recreate the character of the president afresh.

Possibly, the most satisfactory experience from the project may be gained by those who write original short stories of the period. If the expression is sincere the adolescent who enters into the scene, has by proxy become a part of it. Needless to say, the teacher should not permit a historic character to be clothed with the attributes of a Dick Tracy. But a story of the slave fighting for freedom or suffering under the lash of his overseer can be something else, again. Moreover, a battle through the eyes of a young participant from the North or South is far more dramatic and personal than a description of the strategy, the terrain, and the statistics of Gettysburg or Bull Run. An imaginative piece of writing is as much a historical experience as a written report.

Forms of expression need not be limited so long as the student reveals an honest approach to his subject. A pupil who likes to compose musical scores may wish to utilize that medium for his means of self-expression. The theme and words must, of course, be sublimated to the main theme,

but the form can range from a military march to a lullaby. Another may like poetry. Perhaps he is impressed with the death of Lincoln and would like to write an elegy; possibly he may desire to compose an ode to the victor in battle, or a dirge for the defeated. Again, the criterion is not the form but the sincerity, the aptness, and the depth of expression. Still others may attempt a dramatic sketch, or a radio skit a la "You Are There," or a reprint from an imaginary diary. The "human touch" can be added by carrying a column on styles of the period, sports of the times, or political and social gossip tidbits. The better writers should be responsible for the editorials dealing with the larger political meaning of the age. As for illustrations or cartoons, they will be natural outgrowths of the artistic members of the class. The only problem here is to avoid mere reproductions, copies of well-known figures or scenes. A good cartoon, after all, can be as revealing as a story.

As students begin to submit their contributions, the teacher can stimulate more thorough research and better writing by reading and praising those papers which reflect a high degree of excellence. If the class is impressed from the beginning that sloppy, childish work will be rejected out of hand, few students will be rash enough to try the teacher's patience by presenting anything less than their best.

## PUBLICATION PROBLEMS

The papers finally selected should then be retyped, corrected yet again, and made ready for the printer. Once the sample copies come off the press, the class should begin to lay out the paper. The printer will have given the approximate number of words the journal will contain. Now the editors, with the help of the instructor, can arrange the articles and stories either on an old copy of the same size, or blank paper folded and measured for proper margins. To assure an attractive journal it is well to make arrangements with the printer in advance for different sizes and styles of type. Thus, one copy will be used for the layout and the other for correction of typographical errors.

Throughout the period of research, writing, and editing the class will be engaged in raising funds to assure publication. The cost of printing today is not negligible, but there are a number of possibilities to raise money. We found, for example, that local merchants would allow us to hold a bake sale in their stores. The mothers

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# Selling the Community to the Schools

Leonard Woolf

MANY school people concerned with public relations have long advocated closer contact with the community and have borrowed the business world's slogan of "Sell your product." As one authority stated it, this "prevailing concept which has characterized school-community relations has been variously termed 'school publicity' and 'selling the schools to the public.' There may be a desire to convey certain information, to tell a story, or to gain public support for some desired end. . . . Professional publicity directors at high fees may be employed and no means overlooked to achieve the objectives sought."<sup>1</sup>

Perhaps this is putting the cart before the horse. One may also argue that it is important, rather, to sell the public, the community, and its resources to the school and its teachers. If the teachers believe in what they are doing, they will do it better, and if they do their job better, the students and the parents will be convinced of the value of public school education. No amount of favorable publicity would overcome a poor teaching job. It would indeed be a pity if it did.

## BALTIMORE'S COMMUNITY STUDY PROGRAM

An example of selling the community to the teacher has been provided practically in blueprint form through a most successful community study program. Since 1946, about 2,000 teachers have participated in the Baltimore Community Study in-service workshop which underscores three "C's" for its objectives:<sup>2</sup>

*Child acculturation:* understanding the environmental and cultural influences that affect the child in his relation to the school and to learning.

*Curriculum revision:* working with students, community

Mr. Woolf, who is chairman of the English department at the Gwynns Falls Park Junior High School in Baltimore, has just returned from a year's sabbatical leave during which he traveled and did graduate study toward a doctorate at the University of Maryland.

leaders, parents, and others to bring about learning that has meaning and purpose in terms of the child's developmental tasks and his societal needs.

*Community action:* working with community agencies for the improvement of the child's environment and toward social progress.

These three goals are sought through four progressive levels of community study—each of increasing complexity and significant returns: (1) understanding the community, (2) using the community's resources, (3) contributing to the community, and (4) working with community agencies toward common goals.

During the first year of community study, emphasis is placed on understanding the school, neighborhood, and the city which the participants teach. . . . They may join a *school group* of ten to fifteen teachers who concentrate on understanding their own neighborhood, or they join a larger *city-wide group* which concentrates on understanding Baltimore. . . . Teachers in the city-wide group take directed trips to churches of different faiths, to civic and governmental agencies, to substandard housing areas and public housing projects, and to other places of interest. . . . Participants in school groups are encouraged to make surveys of their own school-neighborhood areas. For example, a group of teachers in one school, working cooperatively on such a survey, divided its study into areas such as traffic conditions, agencies serving the neighborhood, ethnic groups and their mores, socio-economic groups and their values, religious affiliations and their beliefs, and housing conditions. . . . In another school a group of teachers are making a study of the problems and tensions in the school-neighborhood area. . . . In the second year of the community-study program, the groups concentrate largely on the use of school-neighborhood resources and on contributing to the community in which the participants teach. . . .

Has this ambitious program contributed to the development of the teacher? Dr. Bard feels that it has. He points out that it is already evident that community-study members have a better understanding of environmental and cultural forces affecting the students they teach, that these teachers make greater use of the community resources, and that they are continually revising their own teaching practice in terms of the school-community outlook.

<sup>1</sup> William A. Yaeger, *School Community Relations*. New York: The Dryden Press, 1951. p. 107-108.

<sup>2</sup> Harry Bard, "Baltimore Community Study Program," *Educational Leadership*, April 1951. p. 400-401.

## COMMUNITY RESOURCES AS AIDS TO INSTRUCTION

The Baltimore program and others like it indicate how the community and its resources are becoming increasingly important as aids to instruction. We have certainly come a long way since teachers used to rely strictly on the printed word to teach their subjects. We have come to know that the use of illustrations, photographs, slides, films, phonograph records, and other audio-visual aids make learning more meaningful, interesting, and worthwhile. By far the best aid in teaching something—let us say how a rose grows—is actually to see the rose as it grows. A quotation from an unknown source comes to mind, "When you teach nature out of a textbook,—when you go outside, you can't find her." There is also the example often cited of the boy who didn't realize that the river he read about in the geography book and which he saw in line form on a map was the very same Mississippi River that flowed near his home. If we are to teach for participation and adjustment in a society in which people live, we must by all means utilize the resources of that society as part of our educational material.

Just what are some of the resources and activities in the community that the teacher can profitably use? Trips to the City Council, historical museums, local filtration plants, and other civic and governmental agencies provide good learning situations. One teacher of English had her students visit a local housing project and invited the director of the Citizens Planning and Housing Committee to talk to her students and advise them in their research unit dealing with living conditions in the city. Another teacher invited a parent to talk to her pupils and to illustrate the "lost art" of landscape painting on window screens—a culture pattern characteristic of homes in the Czech neighborhood in Baltimore. A history teacher had her students, who were studying immigration, visit the International Center and observe the arts and dances of various ethnic groups.

Often teachers neglect to use those community resources which are at their very doorsteps. The most neglected sources are the students themselves. Their knowledge of their parents' occupations represents a rich source of information. Usually they can bring in objects made by their parents as well as descriptions of what the work involves.

Many communities are making surveys of the resources in their areas and encouraging teachers to use them for instruction. The New York

Public Schools, the St. Louis Schools, and the Baltimore County (Maryland) Schools represent but a few that have published guide books for teachers. A good example of such a book of reference has been published by the Board of Education of Hagerstown, Maryland, entitled, "Field Trip Possibilities of Washington County." The information contained is clearly outlined. The name, address, contact person and phone number are easily available, as is all information concerning the visit itself—the names of organizations that do not allow visitors, the number of visitors allowed in each group, the length of the visit, the hours of the day or the day of the week that visitors are allowed, whether or not a guide is provided and what may be expected in the way of educational or exhibition materials. Also listed are those organizations that will provide speakers for schools, that will allow pupil interviews, and those that will take pupils for part time employment.

Every type of farm, factory, and enterprise in the area is listed. Illustrative of the suggested place are Beachley Furniture Company, C. & P., Telephone Company, Chatkin's Pharmacy, Clear Spring Frozen Food Packers, and the Hagerstown Broadcast Station.

One striking example of how the community is used as a laboratory for instruction is a formal work-study program in business education that has been operating in Baltimore City for the last six years. The program had at the beginning only twenty-eight students, but this figure has grown to more than four hundred students for this past term. It is a specialized program developed by the Business Education Department and is limited to commercial students in the twelfth grade.

In its prospectus to potential employers of students the Baltimore Department of Education states that "the Work-Study Program is a cooperative project between business and the school to provide practical work experience for high school students nearing graduation. It is a relationship where the student may apply his training in a real office situation under the combined school and employer supervision."<sup>1</sup>

Under the plan two students hold one job, each working alternate weeks. In order that the students who select this program will be well qualified for job placement, there is a testing program to determine their abilities in English, spelling, arithmetic reasoning, and arithmetic computation. Careful selection of the students

<sup>1</sup> Department of Education, "Work-Study in Business Education," Baltimore, Maryland, 1948.

is made on the basis of these test results, 12 "B" school marks, character trait ratings, and the placement counselling interview record.

There is a co-ordinator—a counselor or business training teacher—who works between the school and the businessman. He visits employers to check on the students' progress and to find out what the school can do through training and guidance to help the students to get the utmost value from the job experience.

Student-employees observe the regular office schedules and practices during their period of employment, and every effort is made to see that they receive all benefits and privileges given regular employees. The program thus far has been judged satisfactory by the Department, and it is hoped that further expansion will take place.

That it is absolutely necessary for the teacher to be community minded in order to do his job properly is becoming increasingly apparent to modern educators. "The teacher is in a strategic

position to assist in fitting the child to live in a complicated society," writes William A. Yaeger, "But in order to do so the teacher must have a full and complete knowledge and understanding not only of each child but of the homes from which they come, their parents, and community living. Since he is in a strategic situation with respect to child development, many occasions arise in which the teacher, both as an individual and in his teaching position, becomes the focal point of attention from the home and the community."<sup>4</sup>

But this knowledge of the community and of each pupil's background is not just another pleasant thing for the teacher to know; it is an absolute essential for him in the fulfillment of his job. It is strongly urged that courses emphasizing the relationship of the school to the community be made a required part of the curriculum of all those who desire to teach.

<sup>4</sup> *School Community Relations*, loc. cit., p. 141.

## A CLASS HISTORY PAPER

(Continued from page 202)

dutifully baked an assortment of delicacies which were displayed prominently on the front counter of a neighborhood five and dime store. In one Saturday we were able to realize almost 70 dollars which was all profit as the boxes for the cakes and pies had been donated by a member of the class whose family owned a bakery. At the same time the class gathered some 5,000 coat hangers for which we received 25 dollars at one-half cent per hanger. The paper itself was sold for ten cents per copy and this enabled us to raise the balance of the bill. Some time ago we brought a number of movie shorts to the school and by charging 15 cents for admission cleared about 100 dollars. Moreover, if the students are enthusiastic about the project they will suggest many money-making schemes.

### EVALUATION

What are the end results of this project? These can only be sketched. First of all, the journal has encouraged students to become creative and original. It has stimulated them to recreate in a personal manner the dead matter of the past. It has given them a means of self-expression, not in a haphazard and meaningless way, but in form and manner both disciplined and intelligible. It

has impelled them to adhere to rigid standards of the true, the good, and the beautiful—on their level. In short, it has helped them to grow.

Yet another value has been realized through the cooperative setting made possible by the project. Individuals have learned to participate and to share with others.

Important skills have also been developed. Students have acquainted themselves with the library. They have become familiar with one aspect of historical literature and have learned, to some extent, the techniques of research. They have informed themselves on the problems and struggles of the period and the personalities who enriched it. And, finally, they have experienced the creative process of writing what is their own.

The instructor, too, has learned. The formal atmosphere of the classroom has been broken. The project has created a spontaneity and informality among students and teacher which carries far beyond the framework of the class. A new rapport has been established, an intangible feeling which may be difficult to define, but which is real, nevertheless.

History need not be drab and lifeless; it can be made graphic and dramatic. The class paper is one such means.

# Frontiers of Civic Education

David Weingast

THE schools of America are stirring with a new urgency to teach citizenship. They are doing it with more ingenuity and with greater relevance for each child than ever before. These are my conclusions after a two-month coast-to-coast survey of elementary, junior- and senior-high schools.

Within the past few years several big citizenship programs have been started with striking effects on the thinking of teachers, students and boards of education. Outstanding among them are the Citizenship Education Project of Columbia University's Teachers College, the Detroit Citizenship Study, and the Civic Education Foundation of Cambridge, Massachusetts.

## THE COLUMBIA PROJECT

The Citizenship Education Project of Columbia University, usually referred to as CEP, is the biggest and best-financed of the experimental programs. At the heart of CEP, which is directed by Dr. William Vincent, is the conviction that citizenship teaching can be effective only if it is coupled with action, a logical extension of John Dewey's "learn-by-doing" concept. CEP insists that pupils need more than an understanding of theory; they should also meet and solve real citizenship problems. "Laboratory practice" is the name CEP gives to its exercises in citizenship.

The results of CEP, launched with the active support of President Eisenhower when he headed Columbia University, are to be seen in good works all over America. For example, last year at John Marshall High School in Oklahoma City, Fern Collier's class in problems of democracy was studying about conservation. This is a subject of immediate interest in an area where tens of thousands of acres of once-productive soil have

The author of this article teaches social studies in the public schools of New York City. Among his recent publications is a teen-age biography of *Franklin D. Roosevelt* (Julian Messner, 1952). The recipient of a Ford Foundation Grant, during the past year he has been observing educational practices in the United States and Europe.

been eroded, gullied, and abandoned. The youngsters expressed alarm at the spreading blight and the steady flight-from-the-soil of Oklahoma families. As they talked about the problem someone proposed that the class take on a land-rehabilitation project of its own. With an energetic assist from Principal Harry West, the class got title to a thirty-two-acre plot of the sorriest looking land to be found in the area. Using the technical assistance made available by federal, state, and local experts, and with the help of other classes, the students went to work. By an ingenious use of terraces, contour planting, re-sodding and the use of hardy grasses, the young farmer-students began to transform their land. The project became a living experience in conservation not only for the youngsters who worked on it but for the community itself. Here was a live demonstration that a mineral-poor, fissured soil could once again become the good earth. This was a sobering revelation to the pupils—and to the farmers—who watched a strip of wasteland fight its way back to productivity. As Principal West says, "These boys and girls realize now that this soil can be saved; that their food—and the country's food—depends on intelligent use of the land." Later, when I flew over Oklahoma and saw below me the ravaged, dust-grey soil I was stirred again by the thought of high school youngsters laboring to build an oasis in the scorched earth.

In hundreds of other towns, CEP-affiliated classes are studying about citizenship and doing something about it. In the Detroit suburb of Ferndale, Martin Kern's average-ability fifth graders were dissatisfied with their recreational program. They surveyed the community plant, polled the interests of all their schoolmates and turned over their findings to the civic recreation director. He revamped the town play program with their recommendations in mind. The same children also worked up a serviceable lunch-hour recreation program that promised to relieve the school of a persistent headache. These ten-year-olds are getting the habit of doing something about the problems they face.

All over Illinois, sparked by the imaginative leadership of Dr. Charles W. Sanford of the

University of Illinois, and Dr. Ella Leppert of State Normal University, student groups identified with CEP are studying major issues and then taking intelligent action. During 1952's presidential election these youngsters staged a nominating convention that vividly reflected the spirit and detail of the original. The electoral process, a tough subject to teach, acquired flesh-and-blood reality for the hundreds of students involved. In digging for their facts they became experts on this important phase of the nation's political life.

Many less spectacular but equally valuable lessons in practical citizenship are taking place throughout the country in CEP-affiliated classrooms. The projects are as varied as the communities themselves; hazardous traffic conditions have been corrected, lagging town services stepped up, school-bond issues put across, city-rehabilitation surveys completed. For tens of thousands of American boys and girls, citizenship has ceased to be a subject contained within the covers of a book. It has acquired instead a place in their day-to-day thinking and feeling. "Study of the community" is no longer just an analysis of what is right and what is wrong with the community. The CEP youngsters now ask themselves, "What can we do about it?"

**W**HAT are the shortcomings of the CEP approach? Some say it encourages students to meddle in affairs they are not competent to think about or act on. CEP rejects this charge. The teacher, says CEP, continues to exercise his legal and professional responsibilities. No competent teacher would countenance indiscriminate, ill-conceived action, but, as always, would insist that pupils study all available data before drawing conclusions and taking action.

Apparently CEP classes have followed this procedure. I could find no case of students charging off to revolutionize their community on the basis of incomplete, half-digested facts. On the contrary, the records of CEP show a high degree of adult support for the projects undertaken by CEP classes, though some have been in controversial areas. This is presumptive evidence that the youngsters fortified themselves with sound research before launching any reforms. Such group action has always been an accepted premise of democratic society.

It must also be emphasized that CEP "action" does not necessarily mean "community action." One CEP class, in consummating its study of careers, turned out a handbook for boys about to enter the armed forces. In its own way this was

a supremely useful act of citizenship.

Another objection raised against CEP is that it puts too much emphasis on "doing something"; that hard thinking and study are no longer important. The most casual study of CEP refutes this accusation. If anything, CEP makes a fetish of background research. It offers to every affiliated teacher an embarrassing abundance of resource material—books, magazines, articles, films, recordings, and a host of other aids to enrich the study of American democracy. The only limit is the budget of the school itself. Some teachers told me that these bibliographical helps are CEP's greatest contribution. If CEP becomes a mere mechanical "doing something" it will be because of faulty use of its techniques rather than because of defects inherent in CEP itself.

Perhaps the warmest praise for the program came from a teacher who said that CEP freed the teacher from the shackles of conventional methods. I would add, on the basis of many interviews with both CEP and non-CEP teachers, that the teachers who did the best work with CEP were ready to be freed. They are inherently superior teachers who found in CEP the stimulation and help they needed to reach for the heights.

In order that its purposes and procedures be understood, CEP requires its prospective members—teachers accompanied by their principal and superintendent—to attend a preliminary workshop. Here CEP elaborates its story. Unless the administrators like the package the deal is off. To date about a thousand schools have become partners in the CEP program.

#### THE DETROIT STUDY

Another notable effort to improve citizenship teaching was recently concluded in Detroit public schools. The report of this five-year investigation, headed by Dr. Stanley Dimond of the University of Michigan, emphasizes that citizenship is not an isolated subject to be taught in a special class period. It is, rather, a complex of ideals that should permeate school life, with no teacher free of responsibilities in this task. The Detroit group shows that citizenship teaching is related to the learner's nutrition, home life, and social and emotional adjustment. Where these factors are ignored teaching tends to become verbalization.

Like every city, Detroit has its share of impoverished, insecure, frustrated children. It has plenty of others stumbling on the long road between stability and dead-end. The Detroit experimenters took it as their task to render each child fit for citizenship.

Their determination took them into social, psychological, and economic byways where they had scarcely planned to tread. The harder they worked at citizenship the more they found themselves giving guidance. They could find no satisfactory answer to vandalism, for example, without probing the roots of hostility that erupted in wilful destruction.

No experienced teacher will be surprised at these conclusions, which have always been known in a general way. But the Detroit Study has done a distinctive job in at least two respects: it documents in richest detail the bonds between mental health and good citizenship; it elaborates a program for involving whole faculties in the long-range study of a problem. The Study charts a course of action based on teacher understanding, teacher commitment and teacher participation. Teachers and administrators who have labored to carry forward major in-service programs will be heartened by the Detroit experience.

One development of the Study was the setting up of mental-hygiene classes for teachers. Here under skilled leaders they discussed the behavior problems they faced daily in their classes and learned better ways to handle pupil reactions. Here they studied their own attitudes and ventilated their prejudices and compulsions. Above all they discovered new meanings in the cliche "All behavior is caused." The Detroit report—now being published—reveals the know-how acquired in five years of conscientious study.

#### THE CIVIC EDUCATION FOUNDATION

Another boost to citizenship education comes from Cambridge where the Civic Education Foundation, led by Dr. John Mahoney and Dr. Henry Holmes, has been turning out a series of booklets on problems of citizenship. Their high readability has won them a warm reception in classrooms all over America. In a unique narrative style they explore such basic questions as civil liberties, labor-management relations, the capitalistic system, propaganda, the challenge of totalitarian doctrine. These publications, carefully pre-tested before publication, are especially useful with average-ability youngsters who resist conventional textbook treatment.

The Civic Education Foundation has boldly faced a problem teachers have talked about for thirty years: giving high-school youngsters adult-style reading material that is intelligible, informative, and of compelling interest. Mahoney and Holmes have successfully tempered the wind to the shorn lamb.

THE Citizenship Education Project of Columbia University, the Detroit Citizenship Study, and Cambridge's Citizenship Education Foundation are helping to reshape citizenship education in many American communities. This is not to suggest that only schools using these resources are doing good work in the field. Long before they appeared on the scene American schools were hard at work turning out good citizens. At Clifford Scott High School in East Orange, New Jersey, Moe Frankel<sup>1</sup> and Francis Oldham have achieved—literally—measurable results in their distinctive program of citizenship education. Their alumni, proudly identifying themselves as such, are articulate, militant leaders in town affairs. Recently, when some carpetbag reformers publicly impugned the patriotism of East Orange social studies teachers, the Frankel-Oldham alumni demanded documentary substantiation of alleged "Leninist" teaching. The red-faced accusers, with nothing to offer but self-inspired gossip, were routed. Alert, courageous citizens carried the day.

In many other schools, too, good citizens are and always have been turned out. Gifted teachers, using individual, non-exportable techniques, have always inspired their pupils to a lofty conception of citizenship and will continue to do so. But every teacher can benefit from an examination, at least, of the three projects described in these pages. Each is the product of impressive resources of money and talent. Each in its own way expresses dissatisfaction with a purely academic notion of citizenship and aims to invest it with a life-like immediacy. Each appears at a time when the textbook has slipped from its position of primacy as a source of information on citizenship; when a broad array of learning tools—films, radio, television, newspapers, magazines, pamphlets—have become indispensable classroom aids; when the community has become the citizenship laboratory. The times are ripe for a vigorous, fresh approach to citizenship education. The Columbia, Detroit, and Cambridge projects are precisely that.

American citizenship is a treasured prize; no apology is needed for giving it a priority it has never had before. Every American should know its story: its origin, its growth, the complex of ideals it embraces. While still in school he should also have a try at solving some real-life problems.

These are reasonable requirements of schools in a democracy. In today's world they are part of America's formula for survival.

<sup>1</sup> Now assistant director of the Joint Council for Economic Education.

# A Reading List for Fifth Graders

Margaret F. Wondergem

**M**OST children are interested in stories about people. Nine and ten year olds are thrilled by accounts of famous heroes. The skillful teacher can turn this interest into good account as a method in citizenship training. Children like the moving events in the lives of their heroes. An emphasis on character traits as such may not appeal to them. The wise teacher, however, can through a study of these deeds lead her pupils to an appreciation of the character of great leaders.

Because of their intellectual and emotional immaturity, children do not appreciate the refined traits which appeal to adults. For this reason, in my study I have limited my choice of traits to be emphasized to those which children will understand—traits such as kindness, honesty, patience, justice, and service.

According to psychologists, children of nine and ten are keenly interested in social problems and are capable of discussing them. I have included in my study people whose lives and accomplishments may lead to a discussion of many current social problems.

## ENDS AND MEANS

There are, of course, other important objectives to be realized through the study of biography. It is important for children to become acquainted with the personal worth and character of the nation's outstanding leaders, past and present. It is important for them to realize that people from many lands and many walks of life have contributed to our country's greatness. It is important for them to appreciate the democratic ideals upheld by many of the nation's greatest leaders. These understandings and appreciations should help the students with their own character development and should give them a respect for the dignity and rights of all people regardless of race,

The author of this article has prepared a graded list of stories about famous people. Mrs. Wondergem is a fifth grade teacher in the Lincoln School at Elgin, Illinois.

color, creed, or other differences.

The teacher can help to arouse student interest in biography in a number of different ways. She can, if she is willing to take the time, prepare teaching units on one or more biographical characters. She can plan to have the students study biographies as part of their work in history or geography. In this connection, children can be urged to present special reports. She can encourage the pupils to read biographies during their free reading periods, and she, herself, can read more difficult books to the children during the story hour.

The pupils themselves can participate in a number of activities. They can take part in class discussions and debates. They can write stories and plays, tell anecdotes about historical characters, and give puppet shows and radio programs. They can collect pictures and stories, make scrap books, build shadow boxes, make murals, visit the historical museum, and invite guests to talk to them about famous people. Every resourceful teacher will find many additional activities to add to this brief list of suggestions.

## FAMOUS PEOPLE AND THEIR STORIES

The author has prepared the following list of famous people with the hope that it may be useful to other classroom teachers. The names on this list are arranged alphabetically. One or more reading references have been given for each of the people listed.

The reader should note that these books have been graded according to vocabulary difficulty. The numbers, 1, 2, 3, or 4, appear in parentheses at the end of each book reference. The number "1" indicates that the book is suitable for retarded or slow readers; "2" for average fifth grade readers; "3" better than average fifth grade readers; and "4" superior readers.

Because the emphasis here is upon people rather than upon books, the titles of collective biographies may appear a number of times in the list. In order to conserve space, complete information about each book, including its recommended reading level, appears only with the first listing of the book.

## Person and Traits to Emphasize

Adams, John Quincy  
CourageJohn Quincy Adams: *Boy Patriot*.  
By Weil. Indianapolis: Bobbs  
Merrill Co., 1945. (2)*A Book of Americans*. By Benét.  
New York: Farrar and Rinehart,  
1933. (2)Addams, Jane  
Neighborhood, service, kindness  
to those in need*Builders For Progress*. By Schirmer.  
Chicago: Beckley-Cardy, 1950. (2)*Jane Addams: Little Lame Girl*. By  
Wagoner. Indianapolis: Bobbs  
Merrill Co., 1944. (2)*City Neighbor: The Story of Jane  
Addams*. By Judson. New York:  
Scribner's, 1951. (3)*Twenty Modern Americans*. By  
Cooper and Palmer. New York:  
Harcourt Brace and Co., 1942.  
(3)Allen, Ethan  
Courage, bravery*America's Ethan Allen*. By Hol-  
brook. Boston, Mass.: Houghton  
Mifflin, 1949. (4)Anthony, Susan B.  
Courage of convictions, service*Ten Brave Women*. By Daugherty.  
Philadelphia: Lippincott, 1953.  
(3)Audubon, James  
Determination*Young Audubon*. By Mason. Indian-  
apolis: Bobbs Merrill Co., 1943.  
(1)*Audubon*. By Rourke. New York:  
Harcourt Brace and Co., 1937. (4)*A Book of Americans*.  
*Leaders of the Frontier*. By Schir-  
mer. Chicago: Beckley-Cardy Co.,  
1950. (2)Barton, Clara  
Helpfulness,  
Kindness, service to  
those in need*Clara Barton: Girl Nurse*. By Ste-  
venson. Indianapolis: Bobbs Mer-  
rill Co., 1946. (2)*Clara Barton*. By Pace. New York:  
Scribner's, 1941. (2)*A Book of Americans*.  
*Leaders of the Frontier*.Bell, Alexander G.  
Determination and  
resourcefulness*Aleck Bell: Ingenious Boy*. By Wid-  
emer. Indianapolis: Bobbs Mer-  
rill Co., 1947. (2)*Mr. Bell Invents the Telephone*.  
By Shippin. New York: Random  
House, 1952. (3)*Famous Inventors for Young People*.  
By Eberle. New York: Barnes,  
1945. (2)*American Inventors*. By Hylander.  
New York: Macmillan Co., 1934.  
(2)Bolívar, Simon  
Courage and love  
of freedom*The Life and Times of Simon Bolí-  
var*. By Van Loon. New York:  
Dodd, Mead, 1943. (2)*Good Stories for Great Birthdays*.  
By Olcott. Boston, Mass.: Hough-  
ton Mifflin Co., 1937. (2)*World Book Encyclopedia*. (4)*Latin American Leaders*. By Schir-  
mer. Chicago: Beckley-Cardy Co.,  
1951. (2)Boone, Daniel  
Courage*Daniel Boone*. By Daugherty New  
York: Viking Press, 1939. (1)

## Person and Traits to Emphasize

Burbank, Luther  
Resourcefulness,  
patience, and  
perseveranceCarson, Kit  
CourageCarver, George  
WashingtonKindness, patience,  
humbleness, help-  
fulness, resource-  
fulness, and  
toleranceClay, Henry  
Kindness, courage,  
and serviceCody, William  
(Buffalo Bill)  
Courage and  
bravery*On Indian Trails With Daniel  
Boone*. By Meadowcroft. New  
York: Crowell, 1942. (1)*Daniel Boone: Boy Hunter*. By Ste-  
venson. Indianapolis: Bobbs  
Merrill, 1943. (2)*Daniel Boone*. By Averill. New  
York: Harper and Brothers, 1945.  
(2)*A Book of Americans*.*Famous Scouts*. By Johnston. Bos-  
ton, Mass.: Page, 1910. (3)*Daniel Boone*. By McGuire. New  
York: Harper and Brothers, 1945.  
(3)*Daniel Boone and the Wilderness  
Road*. By Bruce. New York: Mac-  
millan Co., 1910. (4)*Daniel Boone—The Opening of the  
Wilderness*. By Brown. New  
York: Random House, 1952.  
(Landmark Series) (3)*Luther Burbank: Boy Wizard*. By  
Burt. Indianapolis: Bobbs Merrill  
Co., 1948. (2)*Builders for Progress*.*Famous Men of Science*. By Bolton.  
New York: Crowell, 1926. (4)*Luther Burbank: Plant Magician*.  
By Beatty. New York: Messner,  
1943. (4)*Stories of Luther Burbank and His  
Plant School*. By Slusser. New  
York: Scribner's, 1920. (2)*Kit Carson: Boy Trapper*. By  
Stevenson. Indianapolis: Bobbs  
Merrill Co., 1945. (2)*Kit Carson, Mountain Man*. By  
Bell. New York: Morrow Co.,  
1952. (1)*Kit Carson*. By Beals. Chicago:  
Wheeler Publishing Co., 1941. (2)*Famous Scouts*.*Kit Carson: Trail Blazer and Scout*.  
By Garst. New York: Messner,  
1942. (4)*Leaders of the Frontier*.*George Carver: Boy Scientist*. By  
Stevenson. Indianapolis: Bobbs  
Merrill Co., 1952. (2)*George Washington Carver, Scien-  
tist*. By Graham and Lipscomb.  
New York: Messner, 1944. (3)*Carver's George*. By Means. Boston,  
Mass.: Houghton Mifflin Co., 1952.  
(2)*Twenty Modern Americans*.*Henry Clay: Mill Boy of the Slashes*.  
By Monsell. Indianapolis: Bobbs  
Merrill Co., 1947. (2)*Buffalo Bill: Boy of the Plains*. By  
Stevenson. Indianapolis: Bobbs  
Merrill Co., 1948. (2)*Buffalo Bill*. By Garst. New York:

Person and Traits to Emphasize	Books	Person and Traits to Emphasize	Books
Crockett, David Patriotism and courage	Messner Co., 1948. (3) <i>Famous Scouts.</i> <i>The Adventures of Buffalo Bill.</i> By Cody. New York: Harper and Brothers, 1904. (4) <i>Buffalo Bill.</i> By Beals. Chicago: Wheeler Publishing Co., 1943. (1) <i>Davy Crockett: Young Rifleman.</i> By Parks. Indianapolis: Bobbs Merrill Co., 1949. (2) <i>David Crockett.</i> By Beals. Chicago: Wheeler Publishing Co., 1941. (2) <i>Famous Scouts.</i> <i>Davy Crockett.</i> By Rourke. New York: Harcourt, Brace and Co., 1937. (4) <i>Tom Edison, Boy Inventor.</i> By Guthridge. Indianapolis: Bobbs Merrill Co., 1949. (2) <i>Heroes of Civilization.</i> By Cottler. New York: Little Brown and Co., 1931. (3) <i>Tom Edison Finds Out.</i> By Lowitz. New York: Grosset and Dunlap, 1940. (1) <i>Boy's Life of Edison.</i> By Meadowcroft. New York: Harper and Brothers, 1911. (4) <i>Builders for Progress.</i> <i>American Inventors.</i> <i>Stephen Foster and His Little Dog Tray.</i> By Wheeler and Deucher. New York: E. P. Dutton and Co., 1941. (1) <i>Stephen Foster; Boy Minstrel.</i> By Higgins. Indianapolis: Bobbs Merrill Co., 1944. (2) <i>Benjamin Franklin.</i> By d'Aulaire. Garden City, New York: Doubleday and Co., 1950. (1) <i>Ben Franklin: Printer's Boy.</i> By Stevenson. Indianapolis: Bobbs Merrill Co., 1941. (2) <i>Ben and Me.</i> By Lawson. Boston, Mass.: Little Brown and Co., 1939. (2) <i>A Book of Americans.</i> <i>Good Stories for Great Birthdays.</i> <i>Explorers and Founders of America.</i> By Foote. New York: American Book Co., 1929. (2) <i>Fifty Famous People.</i> By Baldwin. New York: American Book Co., 1912. (2) <i>Franklin: The Life of an Optimist.</i> By Maurice. New York: Didier Publishing Co., 1945. (2) <i>That Lively Man, Ben Franklin.</i> By Eaton. New York: Morrow Co., 1948. (3) <i>Boatbuilders: The Story of Robert Fulton.</i> By Judson. New York: Scribner's, 1940. (2) <i>Famous Inventors for Young People.</i>	Grant, Ulysses S. Courage and bravery	<i>Robert Fulton: Boy Craftsman.</i> By Henry. New York: Bobbs Merrill Co., 1945. (2) <i>American Inventors.</i> <i>U. S. Grant: Young Horseman.</i> By Stevenson. Indianapolis: Bobbs Merrill Co., 1947. (2) <i>A Book of Americans.</i> <i>Adrift on an Ice-Pan.</i> By Grenfell. Boston, Mass.: Houghton Mifflin Co., 1937. (3) <i>Alec Hamilton: The Little Lion.</i> By Higgins. Indianapolis: Bobbs Merrill Co., 1952. (1) <i>A Book of Americans.</i> <i>Fighters for Freedom.</i>
Edison, Thomas Resourcefulness		Houston, Samuel Bravery and courage	<i>Sam Houston: Boy Chieftain.</i> By Stevenson. Indianapolis: Bobbs Merrill Co., 1944. (2) <i>Sam Houston, Fighter and Leader.</i> By Wright. New York: Adingdon, 1953. (2) <i>Sam Houston, The Tallest Texan.</i> By Johnson. New York: Random House, 1953. (3) <i>Leaders of the Frontier.</i> <i>Julia Ward Howe: Girl of Old New York.</i> By Wagoner. Indianapolis: Bobbs Merrill Co., 1945. (2) <i>World Book—Encyclopedia.</i>
Foster, Stephen Love of beauty and tenderness		Howe, Julia Ward Love of freedom and patriotism	<i>Andrew Jackson.</i> By Foster. New York: Scribner's, 1951. (2) <i>Andy Jackson: Boy Leader.</i> By Stevenson. Indianapolis: Bobbs Merrill Co., 1942. (2) <i>A Book of Americans.</i> <i>Ten Brave Men.</i> By Daugherty. Philadelphia: Lippincott, 1953. (3) <i>Good Stories for Great Birthdays.</i> <i>A Book of Americans.</i> <i>Fifty Famous People.</i>
Franklin, Benjamin Service, love of freedom, and patriotism		Hutchinson, Ann Courage of convictions, bravery and justice	<i>Tom Jefferson: A Boy in Colonial Days.</i> By Monsell. Indianapolis: Bobbs Merrill Co., 1939. (2) <i>Thomas Jefferson: Father of Democracy.</i> By Sheean. New York: Random House, 1953. (3) <i>Good Stories for Great Birthdays.</i> <i>Makers and Defenders of America.</i> <i>Fighters for Freedom.</i>
Fulton, Robert Resourcefulness and service		Jackson, Andrew Patriotism and courage	<i>America's Robert E. Lee.</i> By Comager. Boston, Mass.: Houghton Mifflin Co., 1951. (2) <i>Boy of Old Virginia.</i> By Monsell. Indianapolis: Bobbs Merrill, 1937. (2) <i>Leaders of the Frontier.</i> <i>A Book of Americans.</i>

Person and Traits to Emphasize	Books	Person and Traits to Emphasize	Books
Lewis, Meriwether Courage	<i>Meriwether Lewis: Boy Explorer.</i> By Rebenroth. Indianapolis: Bobbs Merrill, 1946. (2)	Roosevelt, F. D. Love of freedom	Boston, Mass.: Houghton Mifflin Co., 1946. (2)
Lincoln, Abraham Kindness, honesty, humor, love of freedom, service, and patriotism	<i>Abraham Lincoln.</i> By d'Aulaire. Garden City, New York: Doubleday and Co., 1939. (1)	Roosevelt, Theodore Patriotism and love of freedom, conservation	<i>Franklin Roosevelt: Boy of the Four Freedoms.</i> By Wil. Indianapolis: Bobbs Merrill, 1949. (2)
	<i>Abraham Lincoln.</i> By Foster. New York: Scribner's, 1950. (2)	Sacagawea Helpfulness, kindness, and resourcefulness	<i>Good Stories for Great Birthdays.</i> A Book of Americans. Builders For Progress.
	<i>A Book of Americans.</i>	Washington, Booker T. Washington: Ambitious T. Perseverance, overcoming difficulties, service to others, and tolerance	<i>Blind Girl: Sacagawea.</i> By Seymour. Indianapolis: Bobbs Merrill, 1945. (2)
	<i>Abe Lincoln: Frontier Boy.</i> By Stevenson. Indianapolis: Bobbs Merrill Co., 1932. (2)	Washington, George Love of freedom, patriotism, and self-control	<i>Booker T. Washington: Ambitious Boy.</i> By Stevenson. Indianapolis: Bobbs Merrill, 1950. (2)
	<i>Abe Lincoln and His Times.</i> By Meadowcroft. New York: Crowell, 1941. (2)	Washington, George Love of freedom, patriotism, and self-control	<i>Washington: The Nation's First Hero.</i> By Barton. New York: Morrow, 1951. (1)
	<i>Abraham Lincoln.</i> By Daugherty. Philadelphia: Lippincott, 1951. (4)	George Washington, By d'Aulaire. New York: Doubleday and Co., 1936. (1)	<i>George Washington.</i> By d'Aulaire. New York: Scribner's, 1941. (2)
	<i>Fifty Famous People.</i>	George Washington: Boy Leader. By Foster. New York: Scribner's, 1949. (2)	<i>George Washington: Boy Leader.</i> By Foster. New York: Scribner's, 1949. (2)
	<i>Abe Lincoln's Other Mother.</i> By Bailey. New York: Messner, 1941. (3)	Makers and Defenders of America. A Book of Americans.	<i>Makers and Defenders of America.</i> A Book of Americans.
	<i>Leaders of the Frontier.</i>	Four Great Americans.	<i>Four Great Americans.</i>
	<i>Good Stories for Great Birthdays.</i>	Fifty Famous People.	<i>Fifty Famous People.</i>
Madison, Dolly Ambition and love of freedom	<i>Dolly Madison: Quaker Girl.</i> By Monsell. Indianapolis: Bobbs Merrill Co., 1946. (2)	Fighters for Freedom.	<i>Fighters for Freedom.</i>
Oglethorpe, James Kindness to those in trouble, and love of freedom	<i>Ten Brave Women.</i>	Good Stories for Great Birthdays.	<i>Good Stories for Great Birthdays.</i>
Penn, William Kindness	<i>A Book of Americans.</i>	Washington, Martha Kindness and loyalty	<i>Martha, Daughter of Virginia.</i> New York: E. P. Dutton, 1947. (3)
Pocohontas Kindness and courage	<i>William Penn: Friendly Boy.</i> By Mason. New York: Bobbs Merrill Co., 1944. (2)	Whitney, Eli Resourcefulness and service	<i>Makers and Defenders of America.</i> Eli Whitney: Boy Mechanic. By Snow. Indianapolis: Bobbs Merrill, 1948. (2)
Revere, Paul Patriotism and love of freedom	<i>Good Stories for Great Birthdays.</i>	Wright Brothers Resourcefulness and service	<i>Famous Inventors for Young People.</i> American Inventors.
	<i>Penn.</i> By Gray. New York: Viking Press, 1938. (4)	Williams, Roger Courage, strength of convictions, tolerance, and love of freedom	<i>Good Stories for Great Birthdays.</i> Lone Journey, The Life of Roger Williams. By Eaton. New York: Harcourt Brace and Co., 1944. (4)
	<i>Pocohontas: Brave Girl.</i> By Seymour. Indianapolis: Bobbs Merrill Co., 1946. (2)	Wright Brothers Resourcefulness and service	<i>Ten Brave Men.</i>
	<i>Pocohontas.</i> By d'Aulaire. New York: Doubleday and Co., 1946. (1)	Williams, Roger Courage, strength of convictions, tolerance, and love of freedom	<i>Wright Brothers.</i> By Reynolds. New York: Random House, 1950. (2)
	<i>Pocohontas and John Smith.</i> By Lawson. New York: Random House, 1950. (3)	Wright Brothers Resourcefulness and service	<i>Famous Inventors for Young People.</i> American Inventors.
	<i>A Book of Americans.</i>	Williams, Roger Courage, strength of convictions, tolerance, and love of freedom	<i>Boys' Life of Wright Brothers.</i> By Charnley. New York: Harper and Brothers, 1928. (3)
	<i>Paul Revere: Boy of Old Boston.</i> By Stevenson. Indianapolis: Bobbs Merrill Co., 1946. (2)	Williams, Roger Courage, strength of convictions, tolerance, and love of freedom	<i>A Book of Americans.</i>
	<i>Paul Revere and the Minute Men.</i> By Fisher. New York: Random House, 1950. (2)		
	<i>Early American: Story of Paul Revere.</i> By Pace. New York: Scribner's, 1940. (3)		
	<i>America's Paul Revere.</i> By Forbes.		

# Moral and Spiritual Values

George E. Rotter

WILLIAM PENN went to the very heart of civic education when, in his "Frame of Government" for the colony of Pennsylvania, he wrote: "Government rather depends upon men than men upon governments; let men be good and the government cannot be bad; if it be ill they will cure it. Though good laws do well, men do better, for good laws may lack good men and be evaded or abolished by ill men, but good men will never suffer ill ones. That therefore which makes a good constitution must keep it, namely, men of wisdom and virtue; qualities that because they descend not with worldly inheritance must be carefully propagated by a virtuous education of youth."

The school's program on the moral and spiritual values should not be thought of as a compartmentalized matter or phase of instruction. It should not, moreover, be confined to the social studies. The development of moral and spiritual values should be thought of as an integral part of the entire curriculum.

It would seem to follow, therefore, that every subject in the existing program should be examined for its potentiality in developing certain moral and spiritual values. It takes little imagination, for example, to see how the study of English can help boys and girls develop a taste for wholesome reading and wholesome motion pictures. The study of economics in the secondary school would surely be missing major objectives if it failed to help students realize the moral obligation which the employer and employee have for honesty and fair practice in their working relationship with each other. A course in problems of American democracy would surely be deficient if it neglected to instill in high school boys and girls ethical principles basic to justice in the handling or attempted solution of community

problems. Again, a study of home and family relationships at the senior high school level would be sorely lacking if it did not develop the moral value of fidelity in the marriage relationship, and translate the importance of this value to the maintenance of the home.

Education is vain and unwholesome if it exists only for the purpose of acquiring subject matter for the sake of subject matter, or for the purpose of learning to make a living regardless of whether that living is characterized by selfishness and purely personal gain. If the purpose of education, on the other hand, is to be thought of as developing qualities for living "the good life" then there must be a rather careful analysis made of those qualities inherent in human relationships deemed desirable in our American democracy.

## THE ESSENTIAL VALUES

In making this analysis we must not be content with too much generality, for generality often results in vagueness and a consequent lack of direction or purpose. In my opinion, we are making a good beginning toward a meaningful enumeration of basic moral and spiritual values when we consider the virtues—patience, honesty, humility, generosity, temperance, diligence, purity, loyalty, a selflessness, and charity.

These virtues are definable and meaningful. Their effects are discernible in the benefits which accrue to society from their exercise in daily living. These virtues can serve as a common basis for morality in our nation. I would add that a reasonably sound program of moral and spiritual values is impossible unless there be defined and accepted by all, a common set of basic values such as are contained in the ideals or virtues I have enumerated. This is to say that although there may be differences in the sets of values held by individuals insofar as their number or variety are concerned, yet there must be a common acceptance by all individuals of certain basic values. The moral law is for all to observe, just as are the physical laws of nature. The peace and the harmony prevailing in the community and the nation will be in proportion to the extent that the basic moral values are sincerely subscribed to in the everyday living of the people.

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The author of this article is in charge of conservation education in the Department of Public Instruction of Nebraska. He is co-author of *Fountains of Freedom* (Pacific Press Publishing Association, 1953), an anthology of inspirational readings for America's youth.

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## DOING THE JOB

How are moral and spiritual values developed? This is a common question among school people. I am sure that all of us would be agreed that moral and spiritual values are not taught simply through preaching, or telling, or through moralizing; rather are these values derived in the process of living. Classroom techniques which help to develop values somewhat indirectly include drama, the reading of well selected stories, articles and books, many good group experiences which are inherently rich in the opportunity for sharing and unselfish cooperation, and consideration of the moral significance of actual situations prevailing in the local community. Teachers themselves must have a greater awareness of values and get down to a practical working basis in planning for developing them.

Here is an example of what I mean. Last year the following letter, which was written by a group of students from the Teachers College High School, University of Nebraska, appeared in a Nebraska State paper: "We are students of Teachers College High School. In a discussion of juvenile delinquency, we find that lewd literature is very harmful to the morals of high school students. On interviewing 17 students, 12 of these opposed selling this type of literature to students. We acknowledge the fact that the printing of this type of literature cannot be stopped, but we do hope that something can be done to stop its sales to young people. . . ."

This letter grew out of a discussion which the social studies instructor had conducted in a study of community problems. I believe the letter shows clearly that there has been a development of desirable attitude. The outcome is a distinct credit to the social studies instructor who was leading his students into an active consideration of the moral significance of undesirable situations prevailing in the community. This instructor indicated to me later something of the sense of accomplishment which these students apparently realized. After the study had been completed, one of them remarked, "You know, I think this is the best thing we have ever done." The letter drew a note of commendation from the present Governor of the State of Nebraska.

In a school in Kentucky, a teacher found an opportunity to develop students' awareness of ethical values when a new cafeteria was opened in the building. The way was opened for the pupils to suggest the kinds of conduct that would be best for all concerned in using the new lunch facilities. As would be expected, such forms of

undesirable conduct as pushing ahead of others, boisterous or loud talk, and eating with untidy hands received emphatic attention. An underlying principle suggested by the students themselves was that each student should be responsible for his own behavior. This plan has worked well, and faculty supervision has been unnecessary.

I feel sure that a teacher in a certain school in the Nebraska Sand Hills some years ago did much toward developing consideration for the well being of others in the hearts of her pupils. She led them to suggest, after they had seen a film showing poverty of children in war-torn areas across the seas, that they "put on a play" to raise a few dollars to send in the form of relief. From the teacher's description of the total activity, I was convinced that these youngsters not only did the right thing, but they did the right thing *for the right reason*. The teacher remarked to me sagely, "You know, we really aren't charitable when we give to others simply to win acclaim for ourselves."

Since our young people learn to such a large extent through imitation, it would follow that the example which the teacher sets is probably the most important factor so far as school experience is concerned in helping young people develop the moral and spiritual values. John Ruskin was in support of this when he wrote some sixty or seventy years ago: "The development of moral and spiritual values is a painful, continual, and difficult work to be done by kindness, by watching, by warnings, by precept, and by praise, but above all—by example." It would seem perfectly in order to suggest at this point that the school's program of moral and spiritual values would be greatly strengthened if, in an appropriate way, the homes in the community were alerted to the school's objectives in this regard, and if the parents were impressed by the power of good example in the development of character in our young people.

It is pathetic but nonetheless true, that one of the influences which handicap the school in its attempt to build good citizens is often the home—the very home that is sending children to school. We may well ask ourselves how successful will the school be in teaching honesty when in the home father boasts gleefully at the dinner table about the clever business deal in which he "sure pulled the wool over Joe Doake's eyes" or "how lucky he was when the filling station attendant forgot to charge him for that extra quart of oil."

The task of citizenship education is difficult, but it is important—and it is *not* impossible!

# Nature of the Core Curriculum

Harris Harvill

**I**N AN earlier article,<sup>1</sup> we saw that the idea of the core curriculum was itself a product of the forces that have been shaping American education during the past half century. We now turn to the core program itself, examining it in the light of its outstanding characteristics.

**1. The primary purpose of the core is through practice to make American youth competent in the habits, attitudes, understanding and skills most necessary for democratic citizenship.**

The American secondary school has the two-fold task of "unification" and "specialization": It must educate all youth for successful citizenship and it must provide exploratory experiences and training in areas of specialization. Among the required offerings of the secondary school, the core is that unique part which emphasizes the process of democratic living and learning. True, the whole school program contributes to citizenship education, but the core assumes special responsibility for this important task. Each core class is a miniature community in which young American citizens develop the skills, understandings, and moral standards essential to the perpetuation of the American way of life.

A clear understanding of the core's fundamental goal of citizenship education is the prime requisite for successful core teaching.

**2. The core is a unified problem-type course not limited to any one subject field but drawing most heavily on social studies and the language arts.**

Early advocates made much of the "unified" core's intention to "cut across subject matter lines" and escape the over-compartmentalization of the traditional curriculum. They talked of "putting science, mathematics, art and music into the core."

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This is the concluding article in a series of three on the subject of the core curriculum. Dr. Harvill is Director of Secondary Education at the State Teachers College of Troy, Alabama.

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Today the scope of the "unified" core is seen to be more limited than early advocates envisioned. A recent study by the United States Office of Education reported 92 per cent of present core courses to be grounded in the fields of social studies and language arts.<sup>2</sup> Though not limited to these two academic fields, the core draws on other subject matter fields only as they can serve the core's fundamental aim of citizenship education. Most schools have found it desirable to place junior high school general science and general mathematics in separate required courses outside the core. Though not limited to any subject field or fields, the "unified" core is proving in practice not to be all-inclusive.

It is the core's compelling *purpose* of citizenship education which gives unity to core activities. Many activities (class meetings, devotionals, individual remedial study, guidance activities) will be well worth carrying on during the core period though they are in no way related to the core unit. Everything which goes on during the core period, however, must be related to the central and unifying citizenship goal of the core.

**3. All good teaching methods are to be used in the core, but the method of group problem-solving will assume central importance.**

The democratic techniques of group problem-solving will have a central place in all core activities. Pupils in core classes will have repeated opportunity to define clearly the problem for group study, will through committee and sub-committee work learn the necessity for and desirability of division of responsibility among members of a democratic working group, will practice the skills of gathering and organizing accurate data as a basis for thoughtful action, will learn to evaluate progress made and plan next steps for individual and group effort. In all this activity the core teacher will not hesitate to give vigorous leadership as a member of the

<sup>1</sup> Harris Harvill, "Origins of the Core Concept," *Social Education*, 18: 161-163, April 1954.

<sup>2</sup> Grace S. Wright, *Core Curriculum in Public High Schools*, Federal Security Agency, Office of Education, Bulletin No. 5, 1950, p. 13.

group, though students will take the lead wherever possible.

*4. The core is one limited part of the total school program.*

The core is only one part of the total school program. The scope of the core is only as wide as the responsibilities allocated to it by the faculty. Some subjects or experiences (such as physical education) considered common and essential for all American youth will be relegated by the faculty to required courses outside the core period. *The core plus the other required studies* make up the school's program of "common studies." In addition to the core and other required subjects, the total school program will include as many and as varied elective studies and activities as the needs of the students demand and the pocketbook of the taxpayers can support.

*5. The time allotted to the core daily will consist of two or three periods in the junior high school, and will decrease as the maturing student in senior high school increases his interest in and need for specialization.*

The decision to use three or two hours for the core at the junior high school level will be made by the faculty on the basis of best use of staff members and facilities available. The two-hour block of time is most commonly used in senior high school. Some schools cut this allotment to one period in grade twelve. Each school faculty must set up its own time allotment for the core in light of its own objectives and facilities.

*6. Individual and group guidance of class members is a primary function of the core program.*

The core's responsibility for guiding each pupil to the fullest possible self-realization is an integral part of the core's basic aim of citizenship education, for the core emphasizes the ancient Greek ideal of "individual excellence for the public good." Each member of a core class must be guided to maximum personal development in order that he may best serve the public welfare.

The core organization seems to offer the best present solution to the problem of organizing the school's guidance program, especially for schools with limited financial resources and staff. In the longer block of core time, the teacher, responsible for fewer pupils, can better become acquainted with the needs, interests and abilities of the students.

*7. Skills basic to successful democratic living are learned in the core through meaningful use and practice.*

Chief among the democratic skills taught in a functional way in the core are the language arts skills. In the core, students are placed in situations where they will talk a great deal, write a great deal, and read a great deal about things which they want to talk about, want to write about, and want to read about. Varied drill (practice) is carried on as needed. Other essential skills (research skills, skills in graphic presentation of data, skills in the give-and-take of democratic discussion, skills in committee work) are taught in the same functional way.

Experience has shown that not enough systematic practice of mathematical skills is provided in most core programs and that required general mathematics courses will be necessary outside the core period.

*8. Problems for study in the core will be chosen by students and teacher from a flexible framework of subject matter suggested by the faculty.*

In the heyday of pragmatism's heated reaction against traditional school practices, it was argued by some early core advocates that children and teacher in core classes should be "free" to choose any problem for study without concern for traditional school practice or organization. The interest of the group at any particular time was the primary criterion set forth as a basis for choice of the core unit problem. Any "live problem" was as good as any other problem for study, it was argued, since the chief educational objective was to teach the problem-solving technique rather than to teach essential subject matter. Not all early core theorists agreed with this pragmatic demand for unlimited freedom in choice of core studies.

Today, it is more clearly recognized that children in school cannot be free in any real sense to choose "what" is to be studied, for back of the children and back of the teacher loom the overpowering demands of the society which supports the school. Ample room for practice of democratic choice in core classes does lie in the area of "when" to study the separate problems or units recommended by the faculty for the year's work and in the area of "how" to carry on the many phases of a study. Children and teacher in core classes will have much freedom to decide "how" and "when" but not "what"

to study. Problems for study in core classes must be chosen from a flexible frame-work of essential subject matter set up by the faculty.

The scope of this framework set up for the core is not today considered to be as broad as was once thought. Early core advocates took over cultural anthropology's entire list of life processes (making a home, performing the duties of citizenship, production and consumption, etc.) as a basis for the scope of the core. It was argued that unit problems chosen for the year's study in the core should include at least one problem from each life area. The scope of the core was thus envisioned to be as broad as life itself.

Today, it is seen that the scope of the core cannot be as broad as life itself, for the core with its special function is only one limited part of the total school program. The Educational Policies Commission specifically lists six basic areas as scope of the core and the National Association of Secondary School Principals says that the core will serve only three of the Ten Imperative Needs of Youth.<sup>3</sup>

Each school faculty will determine the scope of its core program in light of the total school organization and the core's citizenship goal.

Sequence in the core will be based on the physical and social maturation of core students.

9. *Cooperative pre-planning by teachers who enlist many professional, lay, and student resources is characteristic of successful core programs; however, the work in each individual core classroom will be under the direction of one teacher.*

So vociferous during the early days of the present core concept was the pragmatist's insistence on complete freedom for children in all core activities that some core advocates turned their back on the long-valued and time-tested principle of pre-planning in teaching. For the core teacher to do prior planning, it was argued, would be "undemocratic" and would violate the freedom of action thought necessary to the successful core program. The ideal core program, it was thought, would be one in which the students with a minimum of direction from the core teacher chose from any segment of life some live problem for study and would be a program in which teacher

and students followed the evolving problem as fancy dictated into any one or several of its fascinating ramifications. At the beginning of the unit, it was argued, the final destination of the study would remain a pleasant mystery to pupils and teacher alike; nor could the next unit study be envisioned until the first study's evolving and vagrant course was finally plotted.

Today, it is more clearly recognized that pre-planning is just as essential in the core as in every phase of teaching. Without pre-planning core activities become chaotic and over-lapping. Teacher pre-planning actually guarantees to core students richer experiences than does lack of planning. Recognizing this, many core teachers are building comprehensive resource units for their own use in directing the activities of the core class. These resource units are centered around problems (*studies*) which the core teacher's experience with children and knowledge of social problems indicate will rouse the enthusiastic investigation of students. In the pre-planning the core teacher welcomes the suggestions of laymen, students and colleagues alike.

Though from time to time as an experimental project two or more teachers may collaborate in directing a core study, the small staffs of most schools will prevent this as a permanent arrangement. As a regular practice, the work of the core class will be directed by one teacher who utilizes to the fullest possible extent the resources of fellow faculty members.

IT IS through the *blending* of the above nine ingredients that the core achieves its distinctiveness from the usual organization of the social studies program. Many of the separate ingredients of the core are no different from the same individual ingredients in the usual social studies organization. Certainly, the purpose of the usual social studies organization; inevitably, the basic subject matter in each will be much the same.<sup>4</sup> It is the artistic combination of all its elements that characterizes the core.

Perhaps the most distinctive separate ingredients of the core are its time allotment, its increased emphasis on the process of democratic living and learning, its possibilities for improved guidance, and its moderate experimental approach which brings freshness and variety to the teaching process.

<sup>3</sup> Educational Policies Commission, *Education for All American Youth—A Further Look*. Washington, D.C.: National Education Association, 1952. p. 238.

National Association of Secondary School Principals, *Planning for American Youth—Revised Edition*. Washington, D.C.: National Education Association, 1951. p. 45.

<sup>4</sup> National Council for the Social Studies, *Social Studies for Young Adolescents*. Washington, D.C.: National Education Association, 1951. p. 77.

## EDITOR'S PAGE

(Continued from page 195)

There is another unforgettable chapter, indeed, a terrifying chapter, on "The Future of Knowledge." Mr. Hight suggest three possible destinies. One, and only one of the three, is bright with promise.

Norman Thomas, long-time socialist who needs no introduction to American readers, also tempers hope with a sober warning. Writing on a subject that he knows more about, perhaps, than any living person, "the state of liberty under the twin

attacks called communism and McCarthyism," he concludes with the challenge: "To us Americans much has been given; of us much is required. With all our faults and mistakes, it is our strength in support of the freedom our forefathers loved which has saved mankind from subjection to totalitarian power. If we now fail, the vision will perish, not soon to be revived. It is for us to prove that neither communism nor McCarthyism is the end of the American dream."

## LEARNING FROM FOREIGN STUDENTS

By Grace Graham

*Chico (California) State College*

FOREIGN students attending American colleges are often invited to discuss their homelands with public school children. Because they offer firsthand information and opinions, these guests may arouse unusual interest and stimulate many questions from pupils. Teachers should realize that students from abroad make more valuable "resource persons" if planning precedes and evaluation follows the visits.

The following suggestions may guide teachers who would derive maximum benefit from this type of classroom experience:

1. Select a foreign student who speaks English fluently. (The foreign student adviser at a nearby college may help you find a suitable person.)
2. If possible, choose one from among the many foreign teachers now studying in the United States. Each fall the federal government arranges for about four hundred of them to attend special teacher-training programs held at fifteen or sixteen schools of education across the country. Other teachers from abroad pursue regular courses of study in many colleges. Foreign teachers are eager to exchange views with local school people, and they like to visit classrooms.
3. If convenient, invite the international student to lunch with the faculty. Most visitors enjoy meeting the teachers.
4. If a student from abroad declines an invitation, be gracious. Foreign students usually have little free time because of heavy academic loads.
5. Suggest that speakers stress similarities rather than differences between their society and ours. Young people, especially those below high school age, are likely to overlook important common factors by exaggerating differences.
6. Before the speaker arrives, teach pupils the correct pronunciation of his name.
7. Ask the class to avoid ethnocentric expressions which may offend the guest. Remind the pupils that a foreign nation is not understood when judged by American standards of value and that the way the country meets the needs of its own people should be the basis of judgments.
8. Acquaint the pupils with the stranger's country: its peoples, resources, problems, and heritage. In this way, the contributions of the speaker become part of the social studies work.
9. Forewarn the class that no one person can present the viewpoints of a whole nation.
10. Avoid questions about politics. (Foreigners may have an axe to grind. For example, an Arab may criticize Britain's Near East policy or lament Western support of Israel, thus exposing pupils to an emotional presentation of only one side of a dispute. Furthermore, international students' opinions have a way of getting into print and sometimes causing embarrassment.)
11. The day following the talk, conduct a class discussion to clear up any misunderstandings.

# Improving Objective Tests

Melvin C. Shuttlesworth

**W**HAT purposes do objective-type tests serve in our social science classes and how might they be broadened to be of greater value to both students and teachers? For many of us, they provide a useful measure of the percentage of content or facts that have been learned about a subject. The learning of facts remains a worthy aim to provide students with the kind of working knowledge they need, and the objective test effectively checks this result. But too often these tests do not include other equally important aspects of growth in social science competence.

While classroom emphasis has steadily shifted to the more exciting experience of thinking about facts and putting them to use, not very much of this process becomes a part of evaluation procedures. In our classes students are increasingly encouraged to develop their ability to analyze, generalize, summarize or otherwise evaluate and use social science material. The classroom process involves memorization plus the power to think. When an evaluation of this total experience requires no more cerebration than the recall of memorized factual material, students may rightly feel short-changed. We are also missing an opportunity of making our tests a continuing part of the learning process by failing to offer added practice in "thinking about" the subject.

A good program of testing in the social sciences should probably include a variety of evaluation techniques, and other methods may be more effective than the objective test in measuring this richer aspect of the educative process. But particularly where this type of test is used almost exclusively, the scope of test items can be profitably extended. The following modifications of typical objective test problems are suggested as the kind that might require a student to draw upon this richer part of his learning experience.

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The following suggestions for improving objective testing procedures have been developed by a practicing classroom teacher. Mr. Shuttlesworth is head of the department of social studies in the Clifford J. Scott High School of East Orange, New Jersey.

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While the items are illustrated with subject matter from American history, the pattern could also be applied to other subject area.

The "True-False" is one of the oldest type problems and in its common form is also possibly the least useful. The following variation might be entitled, "Headlines of the Past." The student is asked to project himself into the past and mark as true those items which *could* have appeared at that time as news headlines.

— COLUMBUS DISCOVERS AMERICA  
— COLUMBUS FINDS NEW LANDS  
— MCKINLEY TO SEND LT. ROWAN TO INTERVIEW GARCIA  
— WAR ENDS! GERMAN KAISER ASSASSINATED  
— PRESIDENT COOLIDGE DIES!

Another form of the "True-False," in preference to the isolated item, calls for an evaluation of understanding about a major area or topic.

A. It could be *best* said of Thomas Jefferson that he:  
— believed in a strong central, rather than local government.  
— believed that people were generally incapable of self-government.  
— is well known to us by his profile on a five-cent piece.  
— was a man of remarkably varied interests and accomplishments.  
— was particularly popular with the shipping interests as President.

B. As a result of the application of machinery to agriculture:

— one man can produce more than he could by hand.  
— the average size of the American farm has decreased.  
— farms have tended to become more nearly self-sufficient.  
— per acre production (as compared with hand methods) is apt to decrease.  
— the crop producer and market tend to become more widely separated.  
— farmers as a group have tended to become less politically-minded.

The following questions require more than a good guess of what is true.

In the parentheses ( ) indicate plus for true, zero for false. Supply for each statement a word, which if substituted for the italicized key word, would produce a true statement.

( )—1. The primary duty of the *LEGISLATIVE* branch of the government is the enforcement of the laws.

( )—2. The issuance of paper money has usually been *OPPOSED* by classes of people who are creditors.

( )—3. When parliament repealed the Stamp Act in 1766 it *ADMITTED* that it did not have the right to pass this law.

( )—4. In 1649 the English King, Charles Stuart I, was *CROWNED*.

( )—5. The invention of artificial *RESPIRATION* made it possible to locate meat-packing industries nearer the source of supply and farther from the market.

( )—6. Adam Smith in his "Wealth of Nations" advocated a policy of strict *REGULATION* in the relations of government and business.

Possibly the best type of "True-False" is a kind which requires the support of generalization by specific evidence. In such problems the student learns to use his facts for the essential purpose of strengthening his over-all ideas or understandings.

Some of the following statements are true, others are false. Encircle your choice of true or false (1 point); then, with pertinent statement of facts, further state the evidence which supports the true statements or tell why the statement is false and what is actually true (3 points).

T F 1. Middle western states have come to be regarded as of key importance in our national elections.

T F 2. Lincoln's election in 1860 provided an overwhelming demonstration that the people were behind him and the principles of his party.

T F 3. Grant's administration offers substantial proof that a successful soldier can be a successful president.

T F 4. The discovery of America was a final effect or result of many causes that accumulated prior to 1492.

T F 5. With the support of President Harding, who became president when Coolidge died, the United States became a member of the World Court.

Although the multiple-choice problem is commonly used to identify the correct fact, it also offers a natural device for the exercise of a higher type reasoning process—the evaluation of the significant against the lesser important.

In the space on the left, indicate the LETTER of the item which *BEST* completes the statement.

—1. My study of the "Beginnings of American History" has been most valuable to me if:

- I can name most of the explorers, the nation they represented and their accomplishments.
- It has given me a better understanding of the origins of our present ideals, customs and institutions.

C. I know where and when the first settlements were made.

D. I have a better idea of how people dressed and what they ate in colonial times.

—2. The most **IMPORTANT** thing about Columbus is the fact that:

- He believed the earth to be round and proved it.
- He was born in Genoa, Italy, and sailed for Spain.
- He did find a New World, dispelled fears of westward navigation and paved the way for later explorers and settlers.
- He succeeded in doing what he set out to do.

—3. The Nuremberg trials at the end of World War II have a special meaning in history because:

- The successful prosecutor was an American, Robert Jackson.
- This was the first time in history that an international court convicted persons of crimes against international law.
- Twenty-two of those tried were found guilty and eleven were sentenced to hang.
- The main culprits Hitler, Goebbels, Himmler, and Goering cheated the gallows by committing suicide.

—4. The Declaration of Independence is a most important historical document to us because:

- No other nation had ever issued a Declaration of Independence.
- It was written by a great American, Thomas Jefferson, with the aid of Benjamin Franklin and John Adams.
- It contains the ideas which have come to be regarded as the foundation of American principles.
- Without it we could not have become separated from England.

The matching type question can be used effectively to note various kinds of relationships such as the following problem which gives emphasis to cause and effect.

*Group A* lists situations which can be regarded as the cause for later developments; *Group B* lists the effects or results for some of these causes. Indicate the number of the item in *Group A* which was a most direct cause of each item in *Group B*.

*Group A—Because:*

- Westward expansion offered new opportunity and an outlet for restless industrial workers.
- Francis Scott Key happened to be aboard a British Man of War in 1814 when Baltimore was attacked.
- Hamilton needed to grant the opposition something to secure passage of his assumption of state debts program.
- As President of the Continental Congress, John Hancock was the first to put his name to the Declaration of Independence.
- A soil-impoverishing system of agriculture featuring a one main crop became fixed in the South.
- In colonial times a favorite tavern drink was composed of beer and rum and mixed with a "red-hot poker."

7. Columbus up to the time of his death believed that he had reached and explored parts of India.
8. In the "Old Northwest" territory our government surveyed the land in six-mile-square sections.

Group B—As a result:

- today we have a national anthem: "The Star Spangled Banner."
- today we have a saying that persons who violently disagree are "at logger-heads."
- the southern states consistently opposed any restrictions on the easy sale of western land.
- we still use the inappropriate word "Indian" when referring to the native peoples of the western hemisphere.
- today the capitol of our federal government is located in Washington, D.C.
- the roadmaps of such states as Ohio, Indiana and Illinois show highways laid out in a regular gridiron pattern.

This type problem further sharpens a student's capacity to analyze cause and effect relationships and it can be used in two ways.

In the following problems supply a specific statement of fact which relates a definite result or results of the given cause.

1. Because: The West had little capital or population, and roads, if built privately as they were in the East, would not be profitable.  
As a result: .....
2. Because: slaves had greatly increased in value by the 1840's and could not be used profitably on the worn-out lands of the border states.  
As a result: .....
3. Because: cattlemen needed extensive acreage for pasture and had over the years come to regard land sold to homesteaders as their own.  
As a result: .....

In the following problems supply a statement of specific cause or causes which led to each of the given effect or result.

1. Because: .....
- As a result, the East had generally opposed the purchase of Louisiana and checked as long as it could a policy of free land in the West.
2. Because: .....
- As a result, very few of the immigrants who came to the United States migrated to the South.
3. Because: .....
- As a result, our West was settled much more rapidly than Jefferson (who said it would provide new homes for one thousand generations and others had ever anticipated.

Another type test which calls for practice in the reasoning process is one in which the "answers" are given and the student is asked to supply the appropriate "question."

THIS IS A REVERSE TEST. In each case supply a specific question which would BEST call for the given correct answer.

- 1.....

Answer: No, John Locke, British philosopher, and others had previously stated in their writings these basic ideas of the "natural rights of man."

- 2.....

Answer: On the one hand, the colonies being now rid of the French menace and having done most of the fighting, felt less need of the mother country. On the other hand, the British, faced with increasing debt and mindful of the handicaps they had to overcome such as lack of colonial co-operation or adequate organization, now felt that more strict controls were necessary.

- 3.....

Answer: It was intended to encourage agriculture, build up manufacturing and shipping and thus power and wealth in the mother country through a resulting favorable trade balance.

- 4.....

Answer: First, the best coastal harbor and access to the interior by the only natural entrance, the Mohawk Valley, gave them control over much of the interior trade. Second, their location separated the colonies of New England from those to the South which weakened the British strategic position.

- 5.....

Answer: He deserves this title because it was largely through his efforts that circular letters were begun, Committees of Correspondence formed and boycotts organized. Also, when "the flame of opposition burned low" he more than anyone kept alive the agitation which led to the Revolution.

- 6.....

Answer: In the first place, it forced Americans to take a stand for or against, and generally served as propaganda for public support. In the second place, it was an appeal to European governments for support as it was now possible for them to recognize and give us aid within the law.

The examples included in this article are not suggested as the final answer to an adequate pattern for better testing. What they do represent is some evidence of one practitioner's thoughts on the problem of test improvement. To achieve strict objectivity and reduce teacher judgment, the standardized test tends to limit its design and choice of material. The precise fact and especially the noun name are obviously adapted more readily to test items than value judgments or critical thinking. In preparing his own material the teacher is not so restricted in inventing tests and exercises that require more thinking about the subject. If something is lost to subjectivity because a single "right answer" becomes more difficult to determine, there is compensation in an improved quality of pupil experience. Furthermore the process of working out improved practices for your own school situation is a richly rewarding experience in itself.

# Notes and News

## The Committees of the NCSS

The continuing work of the NCSS is carried on by committees to which specific responsibilities are delegated. Most of the accomplishments of the Council are the direct results of the work of numerous committee members, who freely serve the organization in the best professional spirit.

The Council's committees fall into three categories: committees of the Board, standing committees, and *ad hoc* committees. Committee members are appointed each year by the President. Each committee reports its year's work to the Board of Directors and to the membership at the Annual Meeting of the Council. Interim and special reports frequently appear in *Social Education*.

With certain exceptions provided for in the Constitution or by the Board of Directors, committee members are appointed for the term of one year. The exceptions involve committees whose work peculiarly requires continuity of policy; on these committees members are appointed for three years, with the expiration of appointments staggered. In other cases, at the discretion of the President, a committee may be reappointed to enable it to complete a piece of work. In order to utilize the services and talents of as many NCSS members as possible, a president seeks to avoid multiplicity of committee memberships for any Council member. Exceptions to this policy necessarily arise as a result of constitutional requirement for *ex officio* committee membership in the cases of some committees.

On behalf of the Council, the President extends thanks to those members listed below who, with loyalty to the Council, have accepted the responsibilities of committee memberships for 1954.

### Committees of the Board

The Committees of the Board of Directors engage in work directly related to the functioning of the Council as an organization. For this reason their membership is drawn largely from the Board.

### Auditing

The Auditing Committee serves as an impartial analyst of the accounts of officers of the NCSS who handle money.

Paul O. Carr, Wilson Teachers College, Washington, D.C.

Eber W. Jeffery, Washington (D.C.) Public Schools

### Budget

The Budget Committee has the responsibility of studying the financial status of the Council and recommending to the Board the next annual budget. Final determination of the budget and its adoption is a function of the Board.

John Haefner, University of Iowa, Iowa City, Chairman

Julian Aldrich, New York University

Harry Berg, Michigan State College, East Lansing

Helen McCracken Carpenter, State Teachers College,

Trenton, New Jersey

Edwin R. Carr, University of Colorado, Boulder, *ex officio*

Dorothy McClure Fraser, City College of New York, *ex officio*

Eunice Johns, Gary (Indiana) Public Schools

### Executive

The Executive Committee consists of the President and the two Board members, appointed by the President. The committee serves as an interim board to deal with routine matters between Board meetings. When major decisions are necessary, the committee polls the Board.

Dorothy McClure Fraser, City College of New York, Chairman

Julian C. Aldrich, New York University

Alice W. Speiscke, Teachers College, Columbia University

### Membership Planning

The Membership Planning Committee plans and coordinates an annual program of encouraging membership in the NCSS. It makes recommendations to the Committee on Professional Relations and the Headquarters Staff of the NCSS.

J. R. Sketting, University of North Carolina, Chapel Hill, Chairman

Ralph W. Cordier, State Teachers College, Indiana, Pennsylvania, *ex officio*

Howard Cummings, U. S. Office of Education, Washington 25, D.C.

Dorothy McClure Fraser, City College of New York, *ex officio*

W. L. Gruenewald, Ball State Teachers College, Muncie, Indiana

Ellen Holway, Headquarters Office, NCSS, Washington 6, D.C.

### Place of Meeting

The Committee on Place of Meeting is charged with responsibility for selecting meeting places for the Annual Meeting of the NCSS. Its recommendations, which are subject to the Board's approval, are designed to vary the location of the Meeting for the greatest convenience of the Council membership.

Robert LaFollette, Ball State Teachers College, Muncie, Indiana, Chairman

Elmer J. Dean, Savannah (Georgia) State College

Ruth Robinson, Cleveland (Ohio) Public Schools

## Publications Planning

The Publications Planning Committee plans and coordinates the publishing activities of the NCSS. The Committee's membership is *ex officio*, consisting of the members of the Publications Committee, the chairman of the Curriculum Committee, the Executive Secretary, and the President.

Alice W. Spieseke, Teachers College, Columbia University, Chairman  
 Henry C. Borger, Clark University, Worcester, Massachusetts  
 Howard Cummings, U. S. Office of Education, Washington 25, D.C.  
 Dorothy McClure Fraser, City College of New York  
 Merrill F. Hartshorn, Executive Secretary, NCSS  
 Loretta E. Klee, Cornell University, Ithaca, New York

## Resolutions

The Resolutions Committee prepares in advance of the annual meeting of the Board of Directors, for the Board's consideration, draft resolutions on topics of significance to social studies education and other suitable subjects. Resolutions adopted by the Board will then be presented at the annual business meeting of the Council.

S. P. McCutcheon, New York University, Chairman (1954)  
 Ryland Crary, National Education Association, Washington 6, D.C. (1954)  
 Ruth Wood Gavian, Brooklyn College, Brooklyn, New York (1955)  
 William R. Spears, Denver (Colorado) Public Schools (1956)  
 Florence Tryon, Florida State University, Tallahassee (1956)  
 Charles D. Wyche, Jr., Booker T. Washington High School, Miami, Florida (1955)

## Standing Committees

Standing committees of the NCSS concern themselves with aspects of social studies education that need the continuing attention of the Council's membership.

## Academic Freedom

The Committee on Academic Freedom is concerned with stating the Council's adopted policies relating to academic freedom and with carrying forward the Council's membership.

William B. Fink, State Teachers College, Oneonta, New York, Chairman  
 Winston W. Benson, State Teachers College, Mankato, Minnesota  
 Prudence Bostwick, Denver (Colorado) Public Schools  
 Mary Clair Callan, Roosevelt High School, Bronx, New York  
 Nelda Davis, Houston (Texas) Public Schools  
 Max Klingbeil, Central Washington College of Education, Ellensburg  
 Floyd L. Haight, Dearborn (Michigan) High School  
 Stillman Hobbs, Great Neck (New York) High School

Sub-Committee on Attacks on Social Studies Education  
 Raymond S. Iman, Benjamin Franklin High School, Rochester, New York, Chairman  
 John W. Hanson, University of Illinois High School, Urbana

Winona Montgomery, North Phoenix High School, Phoenix, Arizona  
 W. Scott Westerman, Jr., University of Michigan High School, Ann Arbor

## Audio-Visual Materials

The Committee on Audio-Visual Materials conducts a department in *Social Education* entitled "Sight and Sound in the Social Studies," advises teachers and laymen on matters concerning audio-visual materials, and in other ways attempts to improve social studies education through the improvement and extended use of audio-visual materials.

William H. Hartley, State Teachers College, Towson, Maryland, Chairman

## Sub-Committee on Cooperation with Teaching Films Custodians

William H. Hartley, State Teachers College, Towson, Maryland, Chairman  
 Henry C. Borger, Clark University, Worcester, Massachusetts  
 W. Kenneth Fulkerson, Rochester (New York) Public Schools  
 Manson Van B. Jennings, Teachers College, Columbia University  
 Frederick Stutz, Cornell University, Ithaca, New York  
 Richard E. Thursfield, University of Rochester, Rochester, New York  
 Lewis Paul Todd, Editor, *Social Education*  
 William G. Tyrrell, New York State Department of Education

## Sub-Committee on Audio-Visual Materials for Civics and Problems Classes

Edith West, University of Minnesota High School, Minneapolis, Minnesota, Chairman  
 Frances M. Anderson, Marshall High School, Minneapolis, Minnesota  
 Leila Asher, Central High School, St. Paul, Minnesota  
 Alice D. Brandt, South St. Paul High School, South St. Paul, Minnesota  
 Douglas C. Davis, South High School, Minneapolis, Minnesota  
 Ben Lundquist, Edina (Minnesota) High School  
 John Mather, Mechanic Arts High School, St. Paul, Minnesota  
 Roy Meyer, General College, University of Minnesota, Minneapolis  
 Eldon L. Modisette, University of Minnesota High School, Minneapolis  
 Julius Opheim, Rochester (Minnesota) Public Schools

## Sub-Committee on Audio-Visual Materials for Teacher Education in Social Studies

Alice Eikenberry, Illinois State Normal University, Normal, Chairman  
 Adeline Brengle, Bloomington (Indiana) High School  
 John H. Hamburg, Edgerton (Wisconsin) Public Schools  
 Omer W. Renfrow, Evanston (Illinois) Township High School  
 Gladys L. Smith, University School, Southern Illinois University, Carbondale  
 Harriet Stull, Western Illinois State College, Macomb  
 R. B. Zimmerman, Springfield (Illinois) Public Schools

## Sub-Committee on TV in Social Studies Classrooms

Leonard W. Ingraham, Richmond Hill High School, Queens, New York City, Chairman  
 Claire I. Auger, Tuscan School, Maplewood, New Jersey  
 Jack Entin, Forest Hills High School, Queens, New York City  
 Emma Fantone, New Jersey State Teachers College, Montclair  
 Philmore Grotter, New Utrecht High School, Brooklyn, New York City

## Curriculum

The Curriculum Committee is responsible for the development of the Curriculum Series of bulletins, published by the NCSS. It provides articles on curriculum for *Social Education*, and cooperates on other publications involving curriculum trends.

Loretta E. Klee, Cornell University, Ithaca, New York, Chairman  
 Jean Fair, Board of Examinations, University of Chicago  
 Jean D. Grambs, 8502 49th Avenue, College Park, Maryland  
 Dorothy Hamilton, Milford (Connecticut) High School  
 Gladys Hoffpauir, Southwestern Louisiana Institute, Lafayette  
 Stella Kern, Waller High School, Chicago  
 Edward Ladd, Yale University, New Haven, Connecticut  
 Ella Leppert, Illinois State Normal University, Normal  
 Marlow Markert, Webster Groves (Missouri) Public Schools  
 Ole Sand, Wayne University, Detroit, Michigan  
 Dorothy Welch, Long Beach (California) Public Schools  
 Helen Yeager, Cincinnati (Ohio) Public Schools

## International Activities

The Committee on International Activities reflects the close liaison of NCSS with foreign education. Members of the Committee have served abroad in educational capacities and through this Committee are carrying on the exchange of ideas with social studies teachers of other countries.

Allen Y. King, Cleveland (Ohio) Public Schools, Chairman  
 Howard R. Anderson, University of Rochester, Rochester, New York  
 W. Linwood Chase, School of Education, Boston University  
 Richard Perdew, Bronxville (New York) High School  
 Burr Phillips, University of Wisconsin, Madison  
 L. James Quillen, School of Education, Stanford University  
 Robert Reid, National Education Association, Washington 6, D.C.  
 Mabel Snedaker, University of Iowa, Iowa City  
 Howard E. Wilson, Educational Policies Commission, N.E.A. Washington 6, D.C.

## Sub-Committee on the Study of German Textbooks

Robert LaFollette, Ball State Teachers College, Muncie, Indiana, Chairman  
 Chester Easum, University of Wisconsin, Madison  
 Burr Phillips, University of Wisconsin, Madison  
 Fremont P. Wirth, Peabody College, Nashville, Tennessee

## Nominations

The Nominations Committee prepares a slate of candidates for office to be presented to the Council at its annual business meeting, held at the Annual Meeting. In the process of selecting nominees the Committee consults the membership of the Council widely and welcomes suggestions concerning nominations from all members. The personnel of this Committee serves a term of three years.

Stella Kern, Waller High School, Chicago, Chairman (1956)  
 Ralph Adams Brown, State Teachers College, Cortland, New York (1955)  
 Stanley E. Dimond, University of Michigan, Ann Arbor (1956)  
 Emlyn Jones, Seattle (Washington) Public Schools (1955)  
 Mary G. Kelty, Washington, D.C., (1954)  
 Dorothy Pauls, St. Louis (Missouri) Public Schools (1954)

## Professional Relations

The Professional Relations Committee, with the advice of the Membership Planning Committee, conducts a continuing campaign to enlarge the membership of the NCSS, stimulate the creation of local organizations, assist local and state organizations in all ways possible, and maintains close liaison with the Committee on Relations of State and Local Councils with the NCSS.

The Committee is organized on a regional basis, covering the United States. In each region the Committee's work is performed by a regional chairman, state chairman, and state committees.

J. R. Skretting, University of North Carolina, Chapel Hill, Chairman  
 Helen McCracken Carpenter, State Teachers College, Trenton, New Jersey, *ex officio*  
 Ralph W. Cordier, State Teachers College, Indiana, Pennsylvania, *ex officio*  
 Region I. (Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut) John P. Shaw, Concord (New Hampshire) Public Schools  
 Region II. (New York, New Jersey) Harold Long, Glens Falls (New York) High School  
 Region III. (Pennsylvania, Delaware, Maryland, District of Columbia) Florence Benjamin, Abington (Pennsylvania) High School  
 Region IV. (West Virginia, Kentucky, Alabama, Tennessee, Mississippi) Lawrence O. Haaby, University of Tennessee, Knoxville  
 Region V. (Virginia, North Carolina, South Carolina, Georgia, Florida) Richard Gross, Florida State University, Tallahassee  
 Region VI. (Wisconsin, Indiana, Michigan, Illinois, Ohio) W. L. Gruenewald, Ball State Teachers College, Muncie, Indiana  
 Region VII. (North Dakota, South Dakota, Nebraska, Minnesota) George Knox, State Teachers College, Bemidji, Minnesota  
 Region VIII. (Iowa, Missouri, Arkansas, Kansas, Oklahoma) Alvin Schild, University of Kansas, Lawrence  
 Region IX. (Colorado, New Mexico, Texas, Louisiana) Myrtle Roberts, Woodrow Wilson High School, Dallas, Texas, and Lorin G. Kennamer, East Texas State College, Commerce, Co-Chairmen  
 Region X. (Washington, Oregon, Idaho, Montana, Wyoming) Emlyn D. Jones, Seattle (Washington) Public Schools  
 Region XI. (California, Nevada, Utah, Arizona) Raymond R. Brown, Los Angeles Public Schools

#### Publications

The Publications Committee carries out with the advice of the Publications Planning Committee, the Council's publication program. It invites the participation of authors, makes recommendations concerning developing manuscripts, approves manuscripts for publication, and, in general, supervises all aspects of the Council's publication program.

Alice W. Spieseke, Teachers College, Columbia University, Chairman (1954)  
 Henry C. Borger, Clark University, Worcester, Massachusetts (1956)  
 Howard Cummings, U. S. Office of Education, Washington, D.C. (1955)

#### Relations of State and Local Councils to NCSS

The Committee on Relations of State and Local Councils to the NCSS assists officers of state and local organizations as well as editors of state and local journals, and serves as a clearing house to facilitate the exchange of information and ideas among state and local organizations. On request of the Board of Directors of the NCSS, special sub-committees of this Committee are this year developing recommendations for the Board on procedures for bringing state and local councils into more definite affiliation with the NCSS and a plan for the creation of a house of delegates representative of the state and local affiliates of the NCSS.

Ralph W. Cordier, State Teachers College, Indiana, Pennsylvania, Chairman  
 Harry Bard, Baltimore (Maryland) Public Schools  
 J. A. Burkhardt, Stephens College, Columbia, Missouri  
 Lou Ella Hart, Cleveland Junior-Senior High School, Seattle, Washington  
 Nellie Hubert Holmes, Houston (Texas) Public Schools  
 Gerald W. Snyder, State Teachers College, Albany, New York  
 Abraham Sondak, Franklin K. Lane High School, Brooklyn, New York  
 Elizabeth Stack, Needham Broughton High School, Raleigh, North Carolina

#### Sub-Committee on Affiliation Procedures

Hazel Phillips, Argo Community High School, Argo, Illinois, Chairman  
 Frank Dressler, Jr., Buffalo (New York) Public Schools  
 Ruth M. Johnson, University of Wisconsin High School, Madison  
 Anna Marie du Perier, Beaumont (Texas) Public Schools

#### Sub-Committee on Plan for House of Delegates

Shirley Engle, Indiana University, Bloomington, Chairman  
 Harry Berg, Michigan State University, East Lansing  
 Elmer J. Dean, Savannah (Georgia) State College  
 Melvin R. Matthew, Decatur (Illinois) Public Schools  
 Eleanor Thompson, Philadelphia (Pennsylvania) Public Schools

#### Sub-Committee on Revision of "Handbook for Social Studies Councils"

Alice Ebel, Illinois State Normal University, Normal, Chairman  
 Ruth O. M. Andersen, Norwich (Connecticut) Free Academy  
 Clarence Killmer, Wilbur Wright Junior High School, Cleveland, Ohio

Marguerite Skilling, Boone (Iowa) Senior High School  
 Edith Starratt, Sherburne (New York) Central School Publications Clearing House Editor, Harris Dante, Kent State University, Kent, Ohio  
 News Notes Editor, Jonathon McLendon, Duke University, Durham, North Carolina

#### Teacher Education and Certification

The Commission on Teacher Education and Certification has as its purpose the development of a statement of functional standards for the education of teachers, standards which will contribute to the improvement of preparation of social studies teachers.

William H. Cartwright, Duke University, Durham, North Carolina, Chairman  
 Jack Allen, Peabody College, Nashville, Tennessee  
 Elsie Beck, Detroit (Michigan) Public Schools  
 Richard G. Browne, Illinois Teachers College Board, Springfield  
 Dorothy McClure Fraser, City College of New York, *ex officio*  
 John H. Haefner, University of Iowa, Iowa City  
 Merrill F. Hartshorn, Executive Secretary, NCSS, *ex officio*  
 Thomas D. Horn, University of Texas, Austin  
 Royce H. Knapp, University of Nebraska, Lincoln  
 John U. Michaelis, University of California, Berkeley  
 Victor Pitkin, State Department of Education, Hartford, Connecticut  
 Roy V. Price, Syracuse University, Syracuse, New York  
 Robert Schaefer, Harvard University, Cambridge, Massachusetts  
 Wallace W. Taylor, University of the State of New York, Albany  
 Edgar B. Wesley, Box 1201, Los Altos, California

#### Ad Hoc Committees

*Ad hoc* committees, as the term suggests, are appointed for the accomplishment of specific tasks designated by the Board or the President. Frequently the findings of an *ad hoc* committee leads to the establishment, by the Board, of a standing committee.

#### Cooperation with NCTE

The Committee on Cooperation with the National Council of Teachers of English is engaged in exploratory study to develop definite plans for facilitating greater cooperation between teachers of English and the social studies.

John Clemm, Bentley School, New York City, Chairman  
 Hall Bartlett, Citizenship Education Project, Teachers College, Columbia University  
 Kenneth Gould, Scholastic Magazines, New York City

#### Election Procedures

The Committee on Election Procedures is commissioned, by resolution adopted at the 1953 business meeting of the Council, to investigate possible modification of the present election procedure within the existing framework provided by the Constitution and by-laws of the Council. It is to submit recommendations to the Board of Directors at its meeting in Indianapolis, November, 1954.

Eunice Johns, Gary (Indiana) Public Schools, Chairman  
 Jack Fletcher, Tarpon Springs (Florida) Public Schools  
 Ethel Ray, Terre Haute (Indiana) Public Schools

Gabe Sanders, University of Akron  
 Arch W. Troelstrup, Stephens College, Columbia, Missouri

#### Geography in Social Studies

The Committee on Geography in the Social Studies Program is concerned with the improvement of geographic education within the social studies program.

(In process of appointment)

#### NCSS Policy Statement

The Commission on a Policy Statement for the NCSS was created by the 1950 Board to develop a statement to take the place of "The Social Studies Look Beyond the War." It has a new statement in semi-final form; the policy statement will be ready for presentation at the Annual Meeting in Indianapolis.

W. Francis English, University of Missouri, Columbia, and Stanley Wronski, Boston University, Co-Chairmen

Jack Allen, Peabody College, Nashville, Tennessee

Kenneth S. Cooper, Peabody College, Nashville, Tennessee

Ruth Ellsworth, Wayne University, Detroit

Lawrence O. Haaby, University of Tennessee, Knoxville

James G. Harris, State Teachers College, St. Cloud, Minnesota

Manson Van B. Jennings, Teachers College, Columbia University

Dorothy Pauls, St. Louis (Missouri) Public Schools

Ruth M. Robinson, Cleveland (Ohio) Public Schools

#### Relations With Learned Societies

The Committee on Relations with Learned Societies is charged with improvement of working relations between the NCSS and other societies. It participates in the arrangement of joint sessions with other groups to be held at the respective annual meetings, informs the officers of other societies of the work of the NCSS, develops joint projects with other groups, encourages preparation of articles on the work and publications of other societies for use in *Social Education*, and fosters any other available forms of collaboration between the NCSS and such groups.

Julian C. Aldrich, New York University, New York City, Chairman

American Economics Association:

Laurence E. Leamer, Harpur College, Endicott, New York

American Historical Association:

Erling Hunt, Teachers College, Columbia University

American Political Science Association:

Phillips Bradley, Syracuse University, Syracuse, New York

Howard White, Miami University, Oxford, Ohio

American Sociological Society:

Leo J. Alilunas, Teachers College, Fredonia, New York

Lester D. Zeleny, Colorado State College of Education, Greeley

Mississippi Valley Historical Association:

W. Francis English, University of Missouri, Columbia

David A. Shannon, Teachers College, Columbia University

National Society for the Study of Education:

Kenneth Rehage, University of Chicago

#### Time of Meeting

In response to a discussion that has persisted among Council members through recent years, the Committee on

Time of Meeting has been set up to study the question of when is the most suitable time for the Annual Meeting of the NCSS. The recommendations of this Committee will be presented to the Board of Directors at its meeting in Indianapolis in November.

William J. Shorrock, Civic Education Service, Washington, D.C., Chairman

Bessie Cushman, Highland Park (New Jersey) High School

Merrill F. Hartshorn, Executive Secretary, NCSS, *ex officio*

George Hodgkins, Washington, D.C.

#### Social Studies in Vocational Schools

The Committee on the Social Studies in Vocational High Schools is investigating the present status of and the problems pertaining to the social studies in vocational education programs, with a view to recommending potential Council activities in this area.

Kennard Goodman, West Technical High School, Cleveland, Ohio, Chairman

Jack Abramowitz, Halsey Junior High School, Brooklyn, New York

Winifred D. Broderick, Theodore Ahrens Trade High School, Louisville, Kentucky

O. M. Fridia, Booker T. Washington Technical High School, Dallas, Texas

Nolan C. Kearney, St. Paul (Minnesota) Public Schools

Charles Sylvester, Baltimore (Maryland) Public Schools

#### NCSS Representation to CETC

In 1952 the Board voted to cooperate with and send representatives to the Commission on Economics in Teacher Education, sponsored by the Joint Council on Economic Education. Representatives of the Council are:

Elbert Burr, Education and Personnel Department, International Harvester Company, Chicago

Helen McCracken Carpenter, State Teachers College, Trenton, New Jersey

#### New Jersey

The March 1954 issue of *The Dockette* published by the New Jersey Council for the Social Studies contains a great deal of information about the membership and activities of the NJCSS. Among the recent functions of this active group was "The Air Age Institute" held at Newark Airport. Bessie Cushman, president of the Council, opened the meeting at which Ralph S. Damon, president of TWA spoke on "Implications of Aviation in American Society Today." A tour through the buildings of the airport introduced the group to various aspects of airport operations. This was followed by a flight that gave the group a chance to study the metropolitan area from the air. The Port of New York Authority also cooperated with the NJCSS by arranging for a "Harbor Inspection Trip." This trip included a guided cruise that took the party around the waterfronts facing New York Harbor.

B.C.

### Central Washington

The Central Washington Social Studies Council met at the Central Washington College of Education on March 6. During the morning sessions, there were four demonstrations of audio-visual materials and methods used in teaching the social studies. Eugene Kosy, CWCE, demonstrated the use of audio materials, particularly recordings and tapes. Betty Deiringer, Washington Elementary School, Ellensburg, presented a unit on vocations with the aid of projected materials. Leonard Hunting, Portland, Oregon, displayed developments in maps, graphs and charts. Frances Shuck, College Elementary School, demonstrated "festival" exhibits as examples of use of models, objects and artifacts in classroom displays.

Max Klingbeil, CWCE, reported on his experiences attending the Annual Meeting of the National Council for the Social Studies in Buffalo. Paul Bund, supervisor of employment at Richland for General Electric, spoke to the group on "Basic Qualities Industry Desires in New Employees." Kenneth Lundbert, president of the Ellensburg Council for the Social Studies, was program chairman.

M.K.

### Middle States Council

The Middle States Council for the Social Studies will hold its 51st Annual Meeting in Baltimore, Friday and Saturday, May 14 and 15. "The Social Sciences and World Affairs" has been announced as the theme of the convention by Franklin L. Burdette, president of the Council.

On Friday an educational tour of Annapolis will leave Baltimore by bus at 9 a.m. Reservations should be made with Margaret Merrick, Towson High School, Towson 4, Maryland, by April 26. Visits to Baltimore schools will also be arranged Friday, and preferences should be sent to Edna R. Carter, 2418 St. Paul Street, Baltimore 18, by April 26.

The Annual dinner meeting Friday evening, May 14, at 8 p.m. in the Mergenthaler High School, will be addressed by Gerald W. Johnson, noted historian and author, on the topic "Point Four as a Domestic Program." Saturday morning elementary secondary and college sessions will be held. Sidney Painter, chairman of the Department of History, at Johns Hopkins University, will speak to a general Saturday morning session on the relation of higher education to the public schools. The closing luncheon session will be addressed by Howard E. Wilson, secretary of the

Educational Policies Commission, and a past president of the National Council for the Social Studies, on the topic "Higher Education in America and World Affairs."

All sessions of the convention will be held in the Mergenthaler School, 85th and Hillen Road, Baltimore. Room reservations may be made directly with Baltimore hotels, but information may be obtained from Margaret Merrick, Towson High School, Towson 4, Maryland. F.L.B.

### NEA-NCSS Meeting

The NCSS is proud to announce plans for a joint meeting in New York City in connection with the 92d Annual Convention of the National Education Association.

On June 28, from 10 a.m. to 12 noon, the NCSS will hold a meeting in the Banquet Hall of the Carnegie Endowment for International Peace, UN Plaza at 46th Street. Howard E. Wilson, Secretary of the Educational Policies Commission, will speak on "Approaches to an Understanding of World Affairs." This address will be followed by a panel discussion on the topic "Progress and Problems in the Technical Assistance Program" with Forrest Murden of the Ford Foundation as chairman. Other participants will be Jane Weidlund of the UN Technical Assistance Administration and Richard Fagley, Commission of the Churches on International Affairs. The morning session will be chaired by Dorothy McClure Fraser, NCSS President.

At the Carnegie International Center there will be an exhibit of free and inexpensive materials for teachers on the United Nations and world affairs from a number of organizations. There will be materials of the Conference Group of U.S. National Organizations on the United Nations. These materials will be found on the second floor of the Center and will be on display from 10 a.m. until 5 p.m. Representatives from the various organizations will be on hand to talk about the materials.

From noon until 3 p.m., the group will adjourn, and there will be an opportunity to visit and tour the United Nations Headquarters, directly across the street from the Carnegie International Center.

Members are urged to register at Madison Square Garden and to secure their tickets at the UN booth for the tour and admittance to the afternoon session before coming to the morning NCSS meeting.

The afternoon session from 3 p.m. to 5 p.m. will be held in the United Nations General As-

sembly Hall. The NCSS will join with the NEA Committee on International Relations and NEA departments in sponsoring a program that will feature presentations by top UN officials, delegates to the UN, lay leaders and leading educators on the subject "Education and the UN."

All social studies teachers who attend the first open meeting of the NEA since World War II are cordially invited to attend these sessions.

### Northeastern Ohio

The University of Akron was the site of the Annual Spring Meeting of the Northeastern Ohio Council for the Social Studies on March 12. The theme of the meeting was "What Is the Duty of the Social Studies Teacher in a Changing World?" Robert E. Mason, Western Reserve University, was the featured speaker. Gabe Sanders, University of Akron, was program chairman. Norman P. Auburn, president of the University of Akron, welcomed the group, and following Dr. Mason's address the group split up into three discussion sections: Senior high school group, Robert Harris, discussion leader; Junior high school group, Ann Herich, discussion leader, and elementary school group, Dr. Hjalmer Distad, discussion leader.

G.S.

### Long Island

The March meeting of the Long Island Council for the Social Studies featured an exhibit of teaching materials for grades 1-12. Book companies, audio-visual concerns, the League of Women Voters and the Long Island Historical Society displayed their materials. Various rooms at the Toaz Junior High School, Huntington Station, were devoted to the exhibits. At the evening session Irene Cypher, New York University, addressed the group on the use of visual aids.

R.W.C.

### Kentucky

On April 23 in Louisville the Kentucky Council for the Social Studies was officially organized. For the past three years, in the absence of any activities specifically designed for social studies teachers at the time of the annual convention of the Kentucky Education Association, the Louisville Council for the Social Studies has served as host at a luncheon and program for social studies teachers from throughout the state. Interest in these meetings grew each year to the point that this year the Louisville Council felt justified in initiating steps toward a Kentucky Council for

the Social Studies. In January the Board of Directors of the Kentucky Education Association gave its official recognition to the new body. NCSS president Dorothy McClure Fraser was present and addressed the luncheon meeting which preceded the formal organization. The officers of the Louisville Council are serving as temporary officers of the new organization until the formal election of officers can take place. They are G. H. Hallman, University of Louisville, president; Jack Meisburg, duPont Manual High School first vice-president; Annabelle Duffy, Southern Junior High School, second vice-president; Winifred Broderick, Ahrens Trade High School, secretary; and Mrs. Marion A. Martin, Jackson Junior High School, treasurer. G.H.H.

### McKeesport

The McKeesport (Pennsylvania) Social Studies Group was organized in 1951 and has sent delegates to meetings of the National Council for the Social Studies in Detroit, Dallas and Buffalo.

Mark R. Reigard, president of the group for the year, writes, "Our program calls for four dinner meetings in the school year. The 'odd numbered' meetings are restricted to 'active' members. In these meetings we discuss problems of personnel and welfare. The 'even numbered' meetings are called 'Guest nights' and are open to all faculty members and their friends. We endeavor to have a special speaker whose subject is of general appeal to all. Our 'Special Guest Night' is in April, generally at the local country club. Other meetings are in September, November, and February. Many of our members belong to the Western Pennsylvania Council as well as the State Council."

Other officers of the group include Thelma Mermelstein, White Oak Boro, secretary; and Anna Morlock, McKeesport, treasurer. M.R.R.

All social studies teachers and social studies organizations are cordially invited to send in material for these columns. Send in notes on the activities of your school or organization and other items of general interest to social studies teachers. Mail your material as early as possible to Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington 6, D.C. Contributors to this issue: Bessie Cushman, Raymond W. Carden, G. H. Hallman, Mark R. Reigard, Max Klingbeil, Gabe Sanders, Franklin L. Burdett.

# Pamphlets and Government Publications

Manson Van B. Jennings

## United Nations Publications

From time to time we have had occasion to review materials published by the United Nations and its specialized agencies. These range from multi-volume proceedings costing several dollars per volume to leaflets costing as little as five cents. Included among the tremendous quantity of such materials released each year are numerous titles that should be of interest to students and teachers of the social studies.

The bulk of United Nations publications are detailed records, documents, technical monographs, and similar items that are of value primarily to researchers and those intimately associated with the work of the United Nations. To select from among the multitude of titles those that may be of interest to readers of this journal is an extremely difficult, if not impossible task. Perhaps, however, we can be helpful by reviewing some of the catalogues of UN publications. These are available from the International Documents Service, Columbia University Press (2960 Broadway, New York 27), which is the official sales agent in the United States for all UN publications.

The catalogue of *United Nations Publications* is now published in annual editions. It is not cumulative, and therefore includes only those titles released in the given year. The latest edition available at this writing is for the year 1952, and is 55 pages long, including a six-page subject index. Typical items in the first section of "General Publications" include: *Basic Facts About the United Nations* (7th ed. 45 p. 15 cents)—an outline of the structure and functions of each organ and specialized agency of the UN; *Looking at the United Nations* (32 p. 50 cents)—a picture book of more than 300 on-the-spot UN photographs; *United Nations in Pictures* (47 p. 50 cents)—another excellent picture book; *World Facts and Figures* (2nd ed. 32 p. 25 cents)—selected facts and figures on world population, industries, production, transport, etc.; *World Social Situation Today (United Nations at Work, No. 3)* (42 p. 15 cents)—an abridgment of the first UN social survey; and *Your United Nations* (53 p. 50 cents)—an illustrated guide to UN headquarters in New York.

Another section of *United Nations Publications, 1952* that should be of interest is "Periodical Publications of the United Nations." Of the 16 periodicals prepared by the Secretariat, two in particular are widely read by laymen and students. *United Nations Bulletin* provides a fortnightly review of UN activities, including full reports on the work of the various councils and specialized agencies; single issues cost 20 cents, or an annual subscription may be purchased for \$4.50. More popular for school use is the monthly *United Nations Reporter* (\$1 per year), an eight-page illustrated résumé of the highlights of the activities of the UN and its specialized agencies; subscription orders for this particular periodical should be addressed to *United Nations Reporter*, c/o James Gray, Inc., 216 East 45th St., New York 17.

Specially edited catalogues on narrower phases of UN activities include: *Social Publications of the United Nations*, *Economic Publications of the United Nations*, *Legal Publications of the United Nations*, and *United Nations Publications on Human Rights*.

## UNESCO Publications

Not included in the above-mentioned bibliographies are the publications prepared by the UN's specialized agencies, for which the International Documents Service of the Columbia University Press (New York 27) is the official sales agent in the United States. Having particular relevance to social studies teachers, the *General Catalogue of UNESCO Publications* lists all such publications still in print as of June 1952, and is brought up to date by subsequent catalogue supplements of April and November, 1953, and presumably by one in April, 1954, though the latter is not available at this writing.

Many of the UNESCO publications are concerned with problems peculiar to underdeveloped countries and with otherwise technical subjects not of general interest. Among the UNESCO titles more pertinent for us are: *A Teacher's Guide to the Universal Declaration of Human Rights* (120 p. \$1); *Racial Myths* (52 p. 25 cents) by Juan Comas, tracing the origins of racism and its evolution during 2500 years; *The Race Concept: Results of an Inquiry* (103 p. 50 cents),

including a statement by 12 distinguished scientists summarizing the generally accepted views of social scientists on the nature of race, together with comments on that statement by numerous other leading authorities on the subject; *The Roots of Prejudice* (50 p. 25 cents) by Arnold Rose; and *Trade Barriers to Knowledge* (168 p. \$1), a manual of tariff and trade regulations of 43 countries affecting the movement of educational, scientific and cultural materials from one country to another.

Finally we might do well to note two of the several UNESCO periodicals described in their *General Catalogue of UNESCO Publications*. Those interested in the social implications of science should find the quarterly magazine *Impact of Science on Society* (\$1.75 per year; 50 cents for a single copy) particularly valuable. *Impact* presents original articles written with a very high order of scholarly competence, and includes reviews of significant books, articles, and documents on the social implications of science.

*Courier* (\$2 per year) is a monthly publication of news, articles, and pictures dealing with current developments and problems in the task of spreading international understanding. Attention is given, of course, to the work of UNESCO in its effort to solve these problems.

### Errata

We are indebted to M. W. Sloyer of Boy's High School, Lancaster, Pennsylvania, for calling attention to our error in stating the cost of *Geographic School Bulletins* on page 37 of the January issue. These *Bulletins*, published and subsidized by the National Geographic Society (Washington 6), now cost 75 cents for an annual subscription to the 30 weekly issues published during the school year from October through May.

It has also been called to our attention that the Workers Education Bureau of the American Federation of Labor (which we last cited on page 348 of the November, 1953, issue of *Social Education*) is now located at 1625 Eye Street, N.W., Washington 6; moreover, *Films for Labor*, costing 25 cents, is now available in a revised, 1954 edition.

### Doubleday Short Studies

The Doubleday College Department (575 Madison Ave., New York 22) is publishing two new series of paper-bound texts, *The Doubleday Short Studies in Sociology* and *The Doubleday*

*Short Studies in Political Science*. Each volume runs to not more than 90 or 100 pages, and prices are expected to range between 80 and 95 cents per volume. Released in February and March in the sociology series are George Simpson's *Man in Society*, and Ely Chinoy's *Sociology Perspective (Basic Concepts and Their Application)*; and in the political science series are Karl W. Deutch's *Political Community at the International Level*, and William G. Carleton's *The Revolution in American Foreign Policy, 1945-1954*. Later in the spring and next fall numerous other titles in both series are scheduled for publication.

At this writing, we have seen only Simpson's *Man in Society: Preface to Sociology and the Social Sciences* (90 p. 95 cents). Chapter titles clearly indicate how well this little volume serves as an introduction to sociology: "Science and Social Science," "The Social Sciences and Their Interrelations," "Psychology, Social Psychology, and Sociology," "Scientific Method in Sociology," "The Main Fields of Sociology," "Social Science and Social Values," and "Preface to the Future of Sociology." While not suitable for average high school students, this text should prove informative particularly to those teachers who have made no systematic study of sociology.

During the past year, Doubleday has also introduced its new series of Anchor Books, which with one exception range in price from 65 to 95 cents and include many titles in social science, as well as in literature, philosophy, science, and fiction. If these are not available for examination in your local area, write Doubleday for a descriptive brochure and order blank which presents the titles and brief annotations of each of these reprints of outstanding publications.

### Government Publications

It is our general practice not to cite titles until we have actually received our copy. But since this is the last issue until October, we are taking the liberty of citing a few titles of government publications we believe will prove useful even though our order for them has not been received from the Government Printing Office, Washington 25.

Annual reports of various governmental departments and agencies often include a great deal of pertinent information. Among those recently made available are: *Annual Report of the Tennessee Valley Authority, Fiscal Year 1953* (65 cents); *41st Annual Report of the Secretary of Labor, Fiscal Year 1953* (45 cents); *19th Annual*

*Report of the National Mediation Board. . . , Fiscal Year 1953* (45 cents); and *3rd Annual Report of the National Science Foundation, Fiscal Year 1953* (40 cents).

Two other titles we have not yet seen but may prove useful are a new edition of *Directory of 2660 Film Libraries* (50 cents), and *Whom Shall We Welcome* (319 p. \$1). The latter is a report of the President's Commission on Immigration and Naturalization; based on extensive study, it examines and evaluates present immigration laws, makes recommendations for revision of our alien laws, and endeavors to show how our immigration admittance regulations mirror our image in the eyes of other nations.

In the fall of 1955 the General Assembly of the United Nations will consider whether to hold a General Conference of the members of the United Nations for the purpose of reviewing the UN Charter. In anticipation of such a conference, a subcommittee of the Committee on Foreign Relations of the Senate has had published in one volume nearly 200 documents that should be helpful in examining the issues involved in the review and possible revision of the UN Charter. *Review of the United Nations Charter—A Collection of Documents* (Supt. of Documents, U. S. Government Printing Office, Washington 25, 1954. 895 p. \$2.50) includes basic UN constitutional documents, as well as countless treaties, laws, resolutions, and government documents affecting the relationship of the United States to the United Nations. In such a volume, of course, is a good deal of material of marginal value at best, but it should be useful for teachers or students making an intensive study of the United Nations.

### SRA Materials

Science Research Associates (57 West Grand Ave., Chicago 10) adds two more titles to its growing library of notable pamphlets materials. C. d'A. Gerken's *Study Your Way Through School* (47 p. 40 cents) is a revision of a somewhat similar booklet originally published in 1947. One of the Life Adjustment Booklets, this pamphlet is designed to help high school students develop their abilities and form effective study habits. Practical suggestions are provided on the techniques of studying, preparing for examinations, taking notes, writing papers, learning foreign languages, and developing the power of concentration.

*How Children Grow and Develop* (48 p. 40 cents) by Willard C. Olson and John Lewellen is

a Better Living Booklet for teachers and other adults. It analyses the growth process at different stages of the child's development and discusses the factors that play a part in making the most of children's possibilities for mental, physical, emotional, and social growth.

But their pamphlets series are only one phase of the work of Science Research Associates. Their 1954 catalogue (93 p.) is available upon request and gives full information on their numerous tests, guidance materials, classroom texts, reading-improvement materials, and professional guidance books. It is an impressive catalogue and is well organized for ready reference.

### Miscellaneous Materials

In addition to *Catalog of Co-op Literature and Films* that we have cited previously, the Cooperative League (343 South Dearborn St., Chicago 4) makes available a catalog of *Aids in Teaching About Cooperatives*. The latter includes literature for students and teachers available from the League, as well as films and filmstrips that may be borrowed from the Cooperative League or from many of the regional cooperatives. Addresses will be sent upon request by the League.

*Canada—a Great Small Power* (Foreign Policy Association, 345 East 46th St., New York 17: 1954. 62 p. 35 cents) is number 103 of the FPA's Headline Series. Tom Twitty, formerly White House correspondent for the *New York Herald Tribune*, contributed the first section on "Canada's Economic Boom," and Mason Wade, formerly of the United States embassy in Ottawa, wrote the second section on "Canada and the World." It is truly an enlightening booklet, one that is deserving of a wide audience, particularly in view of the limited knowledge we have of Canada's history, resources, and problems.

During the past year the great debate concerning the goals and methods of public education have generated considerable heat, possibly some enlightenment, and no readily observable consensus among educators, scholars and the lay public in general. The January 1954 issue of *Platform* has performed a real service in outlining the main issues of the controversy. Under the title, *U. S. Public Schools: How Well Do They Teach Our Children?* (Newsweek Club and Educational Bureaus, 152 West 42nd St., New York 36: 22 p. 25 cents), Newsweek editors have placed the various issues in the perspective of our changing educational needs, and thus provide an excellent discussion guide for use in schools or with the lay public.

# Sight and Sound in Social Studies

William H. Hartley

## A Yearly Review

For the past three years the Audio-Visual Committee of the National Council for the Social Studies has brought to the readers of this department a review of the best teaching materials produced during the school year. This year the project was carried out by a special sub-committee consisting of John Hamburg, Edgerton, Wisconsin; William G. Tyrrell, Albany, New York; and the editor of this department. The listings which follow include the motion pictures, film-strips, records, and other material which have come to the attention of the committee and which seem to do a good job of teaching worthwhile ideas. The list does not claim to be complete or definitive, but it is presented in the hope that it may provide guidance for those seeking stimulating aids to learning.

## We Like These Motion Pictures

*Inflation.* 21 minutes; color; sale, \$200; rental, \$5 for three days. (Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Illinois.) Grapples in a realistic fashion with the true facts about the industrial spiral. Takes the point of view that the real reason for inflationary tendencies is the increased supply of money without an increase in the supply of goods. Advocates increased taxation to limit the supply of money and an eventual increase in production to bring prices down.

*Competition and Big Business.* 21 minutes; color; sale, \$200; rental, \$5 for three days. (Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Illinois.) Discusses the place of big business in our modern economy. Compares the big corporation with individually owned businesses and partnerships. The advantages of big business and the weaknesses are carefully weighed and illustrated.

*Responsibility.* 19 minutes; sale, \$62.50; rental, apply to nearest educational film library. (Young America Films, Inc., 18 East 41st St., New York 17.) This is a discussion-type film which leaves the viewer with a challenging question to be discussed with his classmates. It tells about two high school students who are candidates for an elective office in the school. One boy is pictured as a popular leader who bluffs through school and lets the debating team down when he fails to prepare his speech properly. The other boy is reliable and diligent, but lacks force of personality. The election is a tie and the audience is asked to cast the deciding vote.

*German Children.* 12 minutes; black-and-white or color; sale, black-and-white, \$65; color, \$125. (Swank Motion Pictures, Inc., 614 N. Skinner Road, St. Louis 5.) A day

in the life of a nine-year-old German boy is charmingly told in this film. We see him at school, at home, and at play in his neighborhood. This is an excellent film for the intermediate grades and it is especially valuable for bringing an up-to-date picture of life in Germany.

*Robert E. Lee: A Background Study.* 15 minutes; sale, black-and-white, \$75; color, \$150; rental, apply. Recreates the character and life of Robert E. Lee through a presentation of his writings, personal effects, portraits, and scenes of the places with which he is associated. Although no actor takes the part of Lee, one is left with a warm understanding of the man and the actions which he felt impelled to take.

*The Good Loser.* 15 minutes; sale, \$62.50; rental, apply. (Young America Films, Inc., 18 East 41st St., New York 17.) This is another situation-type film which challenges the audience to consider the moral principles involved in the film story. Through the actions of the participants in an extemporaneous speech contest, the viewers are asked to consider a common problem facing young people.

*The American Revolution.* 15 minutes; color; sale, \$125; rental, \$5 for three days. (Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Illinois.) This film is designed to give the feeling and spirit of the Revolutionary War through paintings, shadows, and live action. It is a very effective film for a consideration of the motives, emotions and actions of the patriots. Its broad sweep helps the pupils to see the war as a movement rather than a series of isolated events.

*Our Big, Round World.* 11 minutes; black-and-white or color; sale, black-and-white, \$50; color \$100; rental, apply. (Coronet Films, Coronet Building, Chicago 1.) An excellent film for use in an intermediate grade study of the nature of the earth. The audience is taken on two airplane journeys around the world. The first journey, from east-to-west, shows that the earth is round and that day and night are related to the position of the earth and the sun. The second trip is from north to south and it visualizes the climatic zones and shows how climate is affected by distance from the equator.

*Spanish Conquest In the New World.* Excerpted from the 20th Century-Fox feature film, *Captain From Castile*, 20 minutes; color; lease, apply. (Teaching Films Custodians, 25 West 43rd St., New York 18). This film, excerpted by a sub-committee of the National Council for the Social Studies, opens with the organization of Cortez' expedition. The recruiting of men is shown and an introduction is given to the intrigue and jealousies which marked the efforts of the conquistadores. The body of the film deals with the relations of Cortez with the Indians and the progress of the expedition as it marches against Mexico City. The film should be of considerable value in setting the background for Spanish exploration and conquest and to provide a sense of atmosphere for an understanding of this period of American history.

*Airlift To Berlin.* Excerpted from the 20th Century-Fox feature film, *Berlin Airlift*. 20 minutes; lease, apply.

(Teaching Films Custodians, 25 West 43rd St., New York 18.) This is a documentary film showing how the United States met the Russian blockade of Berlin through the effective use of air power. Most of the actors in the picture are air force personnel. The nature of the blockade is shown and we are shown the step-by-step story in the raising of the blockade. An excellent example of power politics in action is provided by this film, and students will get from it a clearer picture of the situation in Germany today. This is another NCSS-sponsor excerpt.

*Who Should Control Our Natural Resources?* 10 minutes; rental, \$15. (American Film Forum, Inc., 516 Fifth Ave., New York 36.) This is one of a series of discussion films issued monthly during the school year. In this film we hear from Mr. Fred G. Randahl, Assistant Secretary of the Department of Interior, representing the Eisenhower administration. Opposing him is Senator Michael J. Mansfield of Montana, a Democrat who strongly berates the "give away" program which he claims the GOP is undertaking. These two men, with Marquis Childs as moderator, discuss all phases of the topic. This film introduces students to a controversial topic in current government and gives both sides of the question. One wishes that the film would show some shots of the projects under consideration rather than just showing three men talking. Other films in this series are: *An Evaluation of the Eisenhower Administration*, *The Arab—Social Question, Should American Tariffs Be Lowered, and Should Senate Debate Be Limited*.

### Here Are Some Outstanding Filmstrips

*A U. S. Citizen and His Government.* Set of four filmstrips; color; sale, \$20. (American Council on Education, 1785 Massachusetts Ave., N.W., Washington 6, D.C.) Shows the kinds of services rendered by local, state, and federal governments of the United States; the relation of the local, state, and federal governments to each other; the relationship between the services of these governments and the expressed needs of the citizen; and the responsibilities of the individual citizen. Titles are, "Meeting the Basic Needs of Citizens," "Promoting Personal Welfare," "Promoting Material Welfare," and "Securing the Blessings of Liberty." The series provides "take-off" points for the further development of almost any aspect of local, state, or federal government for individual or group study.

*The New York Times Filmstrips.* Series of 8 monthly filmstrips; sale, \$15 per set. Deal with persistent problems of American life, emphasizing current manifestations of these problems. The pictures are current, well-chosen, and help to impress the students with the real and practical nature of the study. Especially good during the current year were "Assets of the Free World," "European Peace," and "Air Power in the Atomic Age."

*Social Studies Filmstrip-of-the-Month.* Series of ten filmstrips in color especially designed for the intermediate grades. Price \$30 per set. (Popular Science Publishing Co. 353 Fourth Ave., New York 10.) Titles of recent filmstrips are "Our Fellow Citizens—The Hawaiians," "You and Your Newspaper," "New York City—1653-1953," "Christmas in America," "Exploring Our Earth," "George Washington—Our First President," "Introducing South America," "The Fourth of July," and "Fifty Years of Flight."

*Pageant of America Filmstrips.* Series of 30 filmstrips

(six issued to date); sale, \$7 each; \$195 for full series; guides free. (Yale University Press Film Service, 386 Fourth Ave., New York 16.) This vital and important new series of filmstrips is based largely upon the rich fund of rare and interesting pictures in "The Pageant of America" volumes. The strips re-create our country's past with minute historical accuracy, and lend added meaning to the president. The titles of the strips issued thus far are, "The Story of the American Indian," "European Explorers Discover a New World," "Spain Establishes a Great Empire," "The Rise and Fall of New France," "The English Colonies in North America," "Life in Colonial America."

*American Folklore Series.* Set of four filmstrips in full color; sale, \$22.50. (Young America Films, Inc., 18 East 41st St., New York 17.) Each strip dramatizes a famous folk tale by means of puppets. The titles are "Johnny Appleseed," "Pecos Bill," "Joe Magarac," and "Paul Bunyan."

*Museum Filmstrip Club.* Eight filmstrips in color, issued monthly during the school year; price \$25 per year. (Museum Extension Service, 10 East 43rd St., New York 17.) The titles for the 1953-54 school year are, "Education in America," "The Airplane Changes America," "The U. S. in the Pacific," "Our Nation's Capital," "Jefferson and Monticello," "New York—Growth of a City," "American Literature, The Frontier," "Symbols of America."

*History of Western Culture Series.* Full-color filmstrips; sale, \$5 each or five for \$25. Titles are "Ancient Egypt," "Athens," "Peking," "The Incas," "Heritage of the Mayas," "Renaissance Venice," "The Golden Age of Spain," "Age of Exploration," "The Protestant Reformation," "France in the 18th Century," "18th Century England," and "The American Revolution."

*United Nations Filmstrips.* Series of four strips; sale, \$3 each. (McGraw-Hill Book Co., 330 West 42nd St., New York 18.) The work of the U. N. World Health Organization and the Children's Emergency Fund is shown in "Let There Be Life." The Food and Agricultural Organization's work is described in "Let There Be Bread." "Sharing Skills" shows the U. N. Technical Assistance Program working through member governments to help people in underdeveloped areas to help themselves. "Night Into Day" shows how UNESCO is combatting ignorance through the establishment of fundamental education centers.

*Early American History Series.* Set of 11 filmstrips in color; sale, \$59.50. (Young America Films, Inc., 18 East 41st St., New York 17.) Through a series of original drawings based on careful research, these filmstrips tell the story of America from discovery and exploration, through the early struggles of the colonial period, to the War for Independence and the formation of a new nation. Titles are, "Before the White Man," "America is Discovered," "Spanish Explorers," "France in the New World," "Colonial New England," "Southern Colonies," "Middle Colonies," "Struggle for a New Continent," "Causes of the Revolution," "War for Independence," and "A New Nation."

### Really Good Records

*Enrichment Records.* Series of four albums based upon the *Landmark Books* published by Random House. (Enrichment Records, Inc., 246 Fifth Ave., New York 1.) Like the eight previous releases in this series, these records are fully dramatized by professional actors, with sound effects and music of the various historical periods authentically reproduced. The titles of the albums issued during the

current school year are "Lee and Grant at Appomattox," "The Monitor and the Merrimac," "The Lewis and Clark Expedition."

*American Government.* Album of records for senior high school history and government courses (Audio Classroom Services, 323 South Franklin St., Chicago 6.) This is an outstanding set of records for stimulating discussion of problems and principles of our national government. The record on *The Legislative Branch* discusses "What Makes a Legislator?" "What is Representation?" "The Inside Story of a Law," and "Congress Play Ball!" The record on *The Executive* dramatizes "Leader In Congress," "Leader in Foreign Policy," "The Bureaucrat," and "Target Nine Old Men." The record on *The Court and Constitution* deals with "A Court Becomes Supreme," "Our Unwritten Constitution," "A President is Checked," and "The Court Changes its Mind." *Citizen In Action* presents "People in Politics," "What is Politics?" "Operation Voter," and "Three Key Men." *Politics and People* dramatizes such aspects of practical politics as "The Lobbyist," "Polling Politics," "Parties and Platforms," and "Rascals In, Reformers Out."

### Other Items of Note

During the year the National Council for the Social Studies (1201 Sixteenth St., N.W., Washington 6, D. C.) published a "How-To-Do-It" bulletin entitled *How to Introduce Maps and Globes*. This 25 cent publication deserves notice as one of the outstanding contributions to teaching techniques of the current year.

Among the maps published this year, we especially liked the Parabolic Equal Area Projection of the United States (66 by 45 inches in size) which sells for \$17 on a spring roller from the Weber Costello Company (1212 McKinley St., Chicago Heights, Illinois.)

We would also like to congratulate the A. J. Nystrom Company (3333 Elston Ave., Chicago 18) on their 50th anniversary celebrated in 1953 and on the excellent "Simplified Land Surface Series" edited by Thomas F. Barton, Professor of Geography at Indiana University. These are large maps (65 by 58 inches in size) which present a visualization of the dominant surface features of the earth. Available at present are maps of the United States and Mexico, Europe, Africa, and the World. With these maps, pupils see plains, plateaus, and mountains as such because a system of hill shading is employed which closely resembles actual relief maps. A minimum of physical and political names are included and they are printed in unusually large, clear type.

If you have not seen a copy of the *Phillips Pictorial Atlas of the World*, published in England and sold in the United States by the C. S. Hammond Co., (521 Fifth Ave., New York 17) for 75 cents per copy, you are missing a good bet.

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# Book Reviews

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ROBERT M. LA FOLLETTE. By Belle G. La Follette and Fola La Follette. New York: The Macmillan Company, 1953. 1305 p. \$15.00.

The Progressive Movement encompassing the 1901-1917 years is now sufficiently in the past for competent historical analysis. Such recent interpretations as Commager's *The American Mind*, and Goldman's *Rendezvous With Destiny*, although not devoted solely to the Movement, have given considerable attention to the thinking of this period. In the area of Progressive political action, Mowry's *Theodore Roosevelt and the Progressive Movement*, published in 1946, has been recently supplemented by the initial work of the new American Life series, Link's *Woodrow Wilson and the Progressive Era*.

An estimable contribution to the study of the Movement is *Robert M. La Follette*, by Belle and Fola La Follette, widow and daughter of the Senator. Of course, the authors take the reader beyond the 1901-1917 period that generally marks the Movement. "As a boy on the farm he felt the Granger Movement 'swirling' about him." And subsequent to the period, he was still an important part of the American political scene—as the Progressive Presidential candidate in 1924. Upon La Follette's death in 1925, Belle preferred to aid the perpetuation of the La Follette tradition with her work on this biography—"confident that it [offered the] largest field of usefulness." When Belle died in 1931, Fola undertook the editing of Belle's manuscript and wrote the latter two-thirds of the volumes.

Although this biography is extensive in pages and chapters, the reader has little difficulty in sensing the paramount issues. Indeed, detail is used to advantage in the initial chapters of the first volume to describe the "Wisconsin Idea" as it evolved during the La Follette gubernatorial administrations. At their termination "there were written upon the statute books substantially all the important reforms for which Bob and the Progressives had so long contended; the primary-election law; taxation of railroads. . . ; the railway-commission law. . . ; a civil service law; anti-lobbying law; labor laws; conservation and water-power franchise laws." Subsequent chapters are devoted to a description of La Follette's lone fight on the national scene when he moved to the

Senate. Here, when his maiden speech was ignored by the "Old Guard" of the Republican Party, he prophetically warned that "seats now temporarily vacant may be permanently vacated." The accuracy of his prophesy can be attributed largely to his unique political device of reading the Senate roll call on vital issues to large Chautauqua audiences—thus exposing to constituents the sinister influences which were working upon his colleagues. Of great interest is the large area of the work devoted to a detailed analysis of the formation of the Progressive League of the Republican Party during the Taft Administration. Ostensibly established by Progressives "to prepare model bills and resolutions for progressive leaders in state legislatures," the League functioned also to support a Progressive to oppose Taft for the 1912 Republican Presidential nomination. La Follette served as the principal Progressive contender for the nomination until a large portion of the Progressives transferred their allegiance to an active Roosevelt candidacy. For the first time, this shift is minutely analyzed, including a description of the cause of La Follette's temporary political demise—his ill-fated February 2, 1912 address before the Periodical Publishers' Association in Philadelphia. Following a brief description of La Follette's lethargy manifested in the 1912 election campaign, the authors next carefully construct La Follette's position regarding the new Democratic administration. Indicative of the early harmonious relationship was the cooperation between the Administration and the Senator on the La Follette Seamen's bill. Such tranquility, however, was not generally manifested in the area of foreign policy. Subsequent chapter headings in the second volume are suggestive of La Follette's opposition: "One of Wilson's Willful Men"; "The Last Stand Against War"; "A Campaign to Maintain Constitutional Rights"; "A Campaign to Expel La Follette from the Senate"; "An Avalanche of Attacks." The remaining two hundred pages spell out a reversal of much of the anti-La Follette feeling which existed during the war. Indeed, in the evolving isolationism of the Twenties, his war stand placed him in popular stead. The consistency that usually prevailed in La Follette's thinking was also reflected in his

continued progressivism concerning domestic affairs—culminating in his initiation of resolutions for the Teapot Dome investigation and in his leadership as manifested by his Progressive candidacy for president in 1924.

The biography is conspicuous in its strengths. It is a voluminous source of information concerning the Progressive Movement and peripheral periods. Certainly, it manifests the most possible intimate knowledge of La Follette. Also, it is written in a scholarly and readable fashion. Still, weaknesses are evident, although less apparent. For example, the work frequently reveals little attempt to weigh contradictory evidence on controversial issues. In addition, the work appears to include an unnecessary amount of La Follette manuscript material. In consideration of the work's general contribution, however, these weaknesses are relatively unimportant.

MARTIN L. FAUSOLD

State University Teachers College  
Cortland, New York

**THE RACIAL INTEGRITY OF THE AMERICAN NEGRO.**

By A. H. Shannon. Washington, D.C. Public Affairs Press, 1953. 262 p. \$3.50.

Let this review begin by stating the blunt truth. This book is a crude and unconvincing effort to make palatable the theory that forced emigration or rigid segregation offer an answer to the problem of Negro-white relations in the United States. The only thing that separates this tract from the foul mouthings of the racist press which advocates the same thing is the effort of the author to present his views as being in the best interests of the Negro people.

But all this has a familiar ring to students of history. Just about sixty years ago the journals of American opinion were flooded with articles by enlightened southerners who evolved similar programs which they alleged were "approved by black and white." The Bishop Galloways, Alfred Holt Stones, Dunbar Rowlands, and other white southerners calmly ignored the fact that no responsible leader of Negro life accepted their program and they distorted the Booker T. Washington philosophy to make it seem that his views were in accord with theirs.

All this was decades ago but the book the Reverend Shannon has written overlooks everything we have learned since then and rehashes every stale thesis of yesteryear. He even resurrects the notion of colonizing American Negroes in

Africa and would arrange "for all Negroes reaching a given age to emigrate," though he would concentrate on "the sending of those only who are actually in process of breeding." This sounds like intriguing work for some future investigator but more pertinent to our point is the question of whether Negroes would consent to be moved. The author is confident they would, a confidence born of ignorance of the plain truth that only an insignificant minority of Negroes evince the slightest interest in emigration. When he cites the Garvey movement he only compounds his ignorance by displaying no understanding of the historical circumstances that led to Garveyism.

This reviewer has always felt it unfair to pillory an author in a review since the fight is one sided. Besides, a bad book does not deserve the excellent though critical review it often receives. This is a bad book in every sense and it ought to be called to the attention of social studies people as an example of outmoded thinking on racial issues. The Reverend Shannon seems to be badly confused on many issues including the effects of intermarriage. Someone ought to take him aside and tell him the facts of life about "racial purity," "infusions of mixed blood," and the difference between color and race.

In a democracy everyone has the right to write as they please and publishers have the right to bring out any book they choose. Just this once, though, I would be curious to know what induced Public Affairs Press to bring forth this volume.

JACK ABRAMOWITZ

East New York Vocational High School

**THE CROWDED AIR.** By Roger Manvell. New York: Channel Press, 1953. 99 p. \$2.75.

A free copy of Mr. Roger Manvell's chapter on government-controlled, unsponsored television programs in England, would send American critics scurrying back to their sets in a completely benign mood. And even the recent Gallup Poll that establishes the fact that the English, while not so well-educated as we, are nonetheless much better read on the average, would lose its sting.

This is not to say, however, that Mr. Manvell's brief study of the problems and potentialities of American and British television is without merit. Teacher, lecturer, broadcaster, telecaster, and head of the British Film Academy, Mr. Manvell

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speaks authoritatively on the English side of the picture. But a two months' observation of television in the United States in 1952, sandwiched in between lectures, hardly qualifies him as an expert analyst of our system.

Quickly touring BBC, we learn of a \$6.00 annual licensing fee, one channel broadcasting without too much regard for audience preference, "take or leave" fare of afternoon films, hour broadcasts for children, evenings of plays, sports-casts, documentaries, news, quiz shows, panels, and 11 o'clock weather sign-offs.

Both systems accept television as much more than mere entertainment, but as social and political forces of unmeasured intensity. Strict regulations set by BBC ration the use of the air for political purposes. No time is "sold," as in the United States. Thus, complete impartiality is maintained. But in neither country can the force of the "viewed personality" be controlled. As Mr. Manvell says, ". . . the sight of the person talking can be immeasurably more impressive than the sound of his voice on the radio." Here is a challenge to us all. Can we, in these critical times, watch "Big Brother" and simultaneously forestall the eventuality that some day "Big Brother" will watch us?

Both countries face crucial decisions in their TV development. The British, courted by commercial sponsors who promise improved programs, will in Mr. Manvell's opinion be stymied by costs, material shortages, and possible change from Tory Party control. All these, he concludes, will leave the conscience of British TV in the hands of BBC. The author wonders if the opening of new channels in this country and the change-over to color, will raise our program standards.

Less than one page is devoted to the practices and prospects for educational telecasting and yet this may be the very hoist to raise both our standards and effectiveness.

Mr. Manvell answers one of the burning questions of the moment . . . "Is radio to disappear?" "Emphatically, no," he says, convinced that radio and television are the perennial "Darby and Joan" of the air waves. People, he feels, will fortunately be unable to afford the time for constant viewing, for each medium has its own place in the social scheme. Neither will TV displace films, though the superficial resemblance does exist.

I hope, along with the author of "The Crowded Air," that TV will learn to experiment

and specialize . . . that it will develop new writers, dramatists, artists, who must performe be overlooked by theatre and film entrepreneurs. Thus can TV redeem itself for its tens of thousands of mediocre and worse than mediocre programs.

LEONARD W. INGRAHAM

Richmond Hill (New York) High School

**RECENT AMERICAN HISTORY.** By Leland D. Baldwin. New York: American Book Co., 1954. 812 p. \$6.00.

Leland D. Baldwin, of the University of Pittsburgh, has written a book, *Recent American History*, which is as challenging as it is fascinating. With a careful choice of words, and a style which seems to flow easily, Baldwin has described the changing pattern of American life in the recent past. This book, described as a "stimulating new history of twentieth century America" is exactly that.

Baldwin's book is new in several respects. Unlike so many texts which emphasize the importance of political events at the national level, this book describes our recent past in terms of our position in the world. Chapter V, entitled "Normalcy Abroad" is an excellent example of this new approach. Here the author discusses the impact of American industrial society on the rest of the world, and the reasons for Europe's resentment of us after the First World War. Most texts on recent American history would have been content to put in a few sentences about the war debts and let it go at that. Baldwin's attitude is a far more realistic approach to the entire period of the massive industrialization of the United States.

Another new aspect of Baldwin's superbly written book is the concept of our history in terms of modern regionalism. It has been fashionable to think of that term as having disappeared from our history after the Reconstruction period. With reunion between North and South, and with the wounds of battle having healed, we were supposed, by 1900, to be a single, unified nation. That we were single is certainly true outwardly, but any examination of the history of the South will show what a tremendous difference there was between that section and the North long after the historians had proclaimed the gospel of unity. Baldwin points out clearly the dependence of the southern and western economies on the Northeast. As a matter of fact, he probably errs

on the side of caution in not emphasizing the enormous significance of this fact in perpetuating regionalism in America.

Nobody could read such a book without finding at least a few places where the author's ideas seem of doubtful validity. When Baldwin writes that the "only solution" toward making the world over lies in private American investment, the statement simply beggars credulity. He has, in his discussion of the problem, conveniently ignored the question of convertability of currencies, which must be settled before there will be much private investment. Besides, ever since Woodrow Wilson announced to a war-weary world that his fourteen points were the "only" basis on which lasting peace could be built, historians ought to have learned that there can never be "only" solutions to the world's socio-economic problems.

This book seems to be singularly free of errors, and it is one of those rare history texts which has been written the way modern history ought to be written—namely, as the story of the struggle of human beings to adjust themselves to the changes brought into their lives by the machine. America's adjustment to the age of mass production is the central theme of our history over the past forty-odd years, and this author seems to have expressed that theme in a magnificent way.

LYMAN B. BURBANK

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**ASIA.** By Shunzo Sakamaki and John A. White. St. Louis: Webster Publishing Co., 1953. 503 p. \$4.00.

Two-thirds of the world's people live in Asia, which makes up one-third of the land space of the earth. Understanding these people and developing a constructive relationship and foreign policy toward this area is a major problem of America and the western nations. This is the reason this book was written. Designed for the general reader and student, the major emphasis is on developments in Asia during the last fifty years.

The general plan of the book follows the geographic approach. Chapter One, entitled "Asia," gives a brief overview of the area and a rundown of the major historical developments. A skillful distillation of four hundred years of history relates Asian developments to the European impact, leaving the story at approximately the year 1900. Separate sections, consisting of ten to

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fifteen short chapters deal with the four main areas of China, Southeast Asia, India, and Japan. Each section follows the same general plan. The first few chapters in each section deal with the geographic setting and the main historical forces that have shaped the destiny of each area. The major emphasis in the discussion of each section deals with recent development, the impact of the West, and the interaction among the peoples of Asia.

In order to appeal to the general reader the language is simple; Oriental names and dates are held to a minimum. Footnotes are entirely omitted. A short bibliography is included as a guide to the intellectually curious. In the opinion of this reviewer, it includes the major authorities on various aspects of Asia. A sampling shows works by George B. Cressey, John K. Fairbank, Jawaharlal Nehru, and Edwin O. Reichauer. Maps and pictures are excellent.

If any bias is to be noticed it might be said that the authors favor the common people of Asia. Their problems are presented in a straightforward way with no attempt to build up a demonology around either the communists, the imperialists, or native rulers.

Comprehensive and balanced treatment have

produced a story that throws into relief the basic challenges of Asia: (1) Quest for education; (2) need for economic security; (3) desire for peace; and (4) a balance between nationalism and internationalism.

One disconcerting feature of the book is a defect inherent in any comprehensive survey of this kind. In the regional and chronological approach there is much overlapping. Taking the section on China as an example, the reader will find repetition between the chapters, "Through the Centuries" and "The Challenge of the West," and between "Reform and Revolution" and "The New China." Fewer and longer chapters might have avoided this pitfall.

In appraising this work as a reference for students and laymen, one must ask: Does this book tell how Asia got to be as it is? What must be done to help Asia solve its problems? Does the book raise real problems and imply directions for reaching solutions? This reviewer feels that these questions can be answered in the affirmative. Here is a book that high school students can understand.

WADE CARUTHERS

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SUGGESTIONS ON THE TEACHING OF HISTORY. By C. P. Hill. Towards World Understanding Series, Vol. IX. The UNESCO, Paris, 1953. 117 p. 75 cents.

This booklet is largely a reflection of the discussions and conclusions of Unesco's international seminar on the teaching of history, held in the Paris suburb of Sevres during five weeks of July-August, 1951. Seventy educators from 32 nations attended and were divided into four working groups, each under a leader. (Dr. Howard R. Anderson of the United States Office of Education was leader of the group which studied the teaching of history to students of 12-15 years.)

The author of the booklet, Mr. C. P. Hill, is senior history master of the Bristol (Great Britain) Grammar School. He had already qualified as an authority in this field by preparing a volume on *The Teaching of History* for the Incorporated Association of Assistant Masters.

The nature of the contents is indicated by the chapter titles: "International Understanding and the Teaching of History"; "Syllabus and Subject-Matter: Some General Considerations"; "Methods and Teaching Aids"; "The Teaching of History to Children under Twelve Years of Age"; "The Teaching of History to Children between Twelve and Fifteen Years of Age"; "The Teaching of History to Children between Fifteen and Eighteen Years of Age"; "The Teacher of History."

One can well sympathize with Mr. Hill—and with Unesco itself, for that matter—in trying to pool the ideas on history-teaching of 32 countries as widely different in culture and education as, say, Japan, Haiti, Iraq, and the United States. What is amazing is the amount of agreement achieved concerning the possibilities of increasing international understanding through history-teaching. Of course, we must allow for Mr. Hill's natural tendency to emphasize the points of agreement and the fact that he has a national point of view. (Who has not?) Even so, the degree of agreement in the seminar is striking.

For a United States history teacher, there are probably three points which would attract most attention. One is the problem of the majority of nations, where most children leave school at the age of 12 or 13 years. How can their brief study of history possibly give them an understanding of other peoples, especially since their own na-

tional history is given a priority, if not a monopoly. Three suggestions made are: (1) The use of material on pre-history, with its emphasis on the human race, rather than separate nations. (2) The study of heroes of many nations, rather than of only one nation. (3) And the study of basic human activities in many times and places, such as the provision of food, shelter, clothing and transportation.

A second notable point is the recognition of the need for world history. For those nations for whom a separate course of this type seemed too ambitious, it was suggested to study at least one foreign nation with a contrasting culture. And, if possible, the textbooks used should include some published in other countries—a suggestion that deserves attention in the United States.

Finally, Mr. Hill gives a number of thoughtful suggestions for broadening the traditional politico-military theme of most history-teaching. He points out that international understanding will get greater encouragement from such vital themes as the growth of economic interdependence; the development of science and technology, of the great religions and of humanitarians movements (such as the abolition of slavery); and man's struggle for tolerance and peace.

One suspects that any teacher east or south of Athens might regard this booklet as not designed to fit his case. But, then, he might feel the same way about the Sevres Seminar, and Unesco itself. Faced with the mighty problem of writing for history teachers of the free world, Mr. Hill (and Unesco) have done surprisingly well.

RICHARD PERDEW

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